

How to Lead a Bible School

*Friendly Talks
With the Superintendent*

By W. EDWARD RAFFETY, Ph.D., D.D.

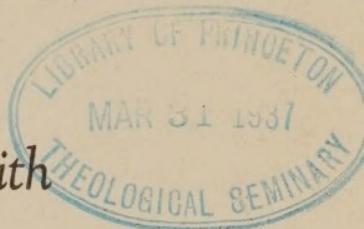


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Friendly Talks With
the Superintendent



✓ BY . . .

W. EDWARD RAFFETY, Ph.D., D.D.

Professor of Religious Education, University of Redlands, Author of "Brothering the Boy," "Church School Leadership," "The Smaller Sunday School Makes Good," "Religious Education of Adults," etc. etc. Former Editor "The International Journal of Religious Education."

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To the memory of
MARION LAWRENCE

*My friend, who, in his first book on
Sunday School work, met me in
the valley of indecision and
said: give your life to
Christ in the cause
of Christian
Education*

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GOOD MORNING!

To you, my friend, Mr. Bible-school Superintendent, good morning! Let us walk together the friendly road.

The direct, informal messages in this book are a sharing with you of certain creative experiences which may help us all to have the larger vision and the longer reach as we seek to be a little more constructive and efficient in our Bible-school leadership.

I am convinced that what most Bible-school superintendents want, is not a prosaic textbook, but brief messages of friendly guidance. In scores of letters from superintendents, and scores of conferences conducted with them in all parts of the country, I have learned that they appreciate non-technical, straightforward, practical counsel. It is the purpose of the following pages to give this definite help, concretely pointing the way to the joy and possibilities of real Christian service through the Bible school.

As we "walk" through these pages, you may discover the "tracks" of the teacher, but he wants you also to discern the spirit of a friend, one whose practical counsel, he trusts, may be of real help to you. If any word shall result in the building of our Bible schools into more efficient

Good Morning!

instruments for the glory of God, he shall be content.

Sharing experiences on the friendly road, may we have the conscious presence of Him, who on the Emmaus way opened blind eyes and discouraged hearts to Himself, the risen and reigning Lord.

W. E. R.

THE UNIVERSITY OF REDLANDS,
Redlands, Calif.

I

FACE THE PROBLEM AND SOLVE IT

At the very beginning let us consider what the real problem of Christian education is, then look at what seem to be the essential factors in its solution. We will see that it is a bigger thing than calling pupils and teachers together on Sunday merely to sing a few songs and talk about the meaning of a few verses from the Bible, all of which is important, but only as a means to an end: What end? The very statement of what the problem of Christian education is, points the way.

The Problem Stated

Humbly, and with the hope of being helpful to all Bible-school superintendents, I venture to state in simple and nontechnical terms what seems to me to be the problem of Christian education, as follows:

To bring all children, young people and adults into such vital relationships with functioning, transforming Christian truth in the Bible and elsewhere that their ideas, motives, attitudes

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ideals, habits, abilities and conduct, as individuals and as groups, will be dominated by the life and teachings of Jesus Christ.

It will be seen at once, from this statement of the problem of Christian education that Christian education must be Christ-controlled, and that Christian education is for all the needs of life.

We are anxious for all Bible-school superintendents to consider carefully that this statement calls for the Christian education of all ages; the designation—children, young people and adults—is to call attention to the three main divisions of the Bible school; for it is the local school of the church that is chiefly in mind in this definition of the problem.

The old, obsolete type of teaching is absent in this conception of the problem of Christian education. The problem involves the newer, freer, better methods of contacting young and growing life with the truth that transforms. Mere information-unloading is not the whole task of the teacher. Pupils must be brought into vital, living relationships in their everyday experiences with Christian truth in the Bible and elsewhere, especially in the regnant, robust lives of genuine Christian leaders, and this must be done in such a way as to give Jesus Christ a chance to control the pupils' thinking, feeling, willing and doing by His matchless life and teachings. By functioning Christian truth, we mean that Christian

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truth which compels righteous action, the truth which determines Christian conduct. Christian education is at its best when we learn to live the truth we learn; when the Sunday lesson dominates the Monday life.

Every live Bible-school superintendent at once sees how much bigger the whole problem becomes than merely talking about a few sentences from the Bible, or from any other source. As Dr. Luther A. Weigle, of Yale, said so well, years ago, "Teaching is sharing." If only our Bible-school superintendents could catch the meaning and spirit of that short, but striking, definition of teaching, how much harder, yet how much happier and thus how much easier would be our duty and privilege in those fine fellowships which are ours in the Bible school. Sharing—what a joy, older with younger, mature with immature, more experienced with less experienced, sharing the great truths of Jesus Christ which furnish the ideals, motives and standards of Christian conduct in the midst of every life situation that arises!

Factors in the Solution

The problem thus conceived is a big challenge to every Bible-school superintendent. If both young and old are thus to be educated, there are certain factors which must be regarded as essential. In offering these factors necessary to the solution of the problem of Christian education, we can only briefly state each one. We realize always

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that in such brief statement there may be confusion and failure to see the full meaning. Throughout this book, however, is counsel sufficient to make plain enough the message intended. These seem to be the essential factors:

A thorough understanding of the nature and needs of the unfolding human personality in the several ages and stages of pupil growth and development. At the base of all sound procedure in Christian education is a knowledge of genetic psychology.

A working knowledge of the principles of Christian nurture growing out of the discovered nature and needs of the unfolding life. As the nature and needs of a given life period, so the nurture that must be provided.

Use of the best available materials of religious instruction, graded to the mental and spiritual capacities and necessities of the various age groups with their varied experiences.

Newer teaching methods which make possible the bringing of pupils into everyday vital relationships with functioning, transforming Christian truth, the go-and-do gospel of Jesus Christ, as found: in the Bible, in the biography of outstanding Christian men and women through all time in all nations, and in Christian picture, song and story.

The constant and consistent impact of the Christianized personalities of leaders and teachers in the classroom and out of it, on Sunday and on Monday, making real and attractive to pupils the life and ideals of Jesus Christ.

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Periods of genuine, uninterrupted worship in every department of the Bible school, using the right elements of worship in ways understandable to the ages of the group. Worship at its best is Christian education at its best.

Evangelistic emphasis that is sane, timely and winsome. How necessary is this factor, and how wise must leaders be! Evangelism is the heart of Christian education.

Graded service projects that appeal and challenge and satisfy. Instruction and worship must find healthy, happy expression in doing something worth while for others. How trite, but how true! It is right here that Bible-school superintendents oftenest fail in the real fruition of Christian education procedure. Surely in Matthew 25 Jesus put service close to His own heart, thus making it imperative upon all His followers.

A missionary outlook and outreach that fully obeys not only the letter but the spirit of our Lord's Great Commission. This is at once a factor and a field, with kingdom import and outcome in it. May we not truthfully say that the Christian is missionary in spirit or he is no Christian.

Wholesome recreation programs and fun-fellowships for all age groups. Best psychologists, and their own leadership experience have brought Christian education workers to the same conclusion; viz., that play organized and directed and used as an educational instrument under strong Christian leadership can be very effective in solving the problem of Christian education.

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Essential and efficient organization to make effective the church's entire educational task. By essential we mean enough, and by efficient we mean good enough. Organizational machinery that is necessary, that is correctly geared, and that delivers.

Definite discovery and constant training of leaders. New prospects for the staff of Bible-school leaders must be found, and then enlisted by Bible-school superintendents in courses to make them fit for best service.

Educational building and equipment to make possible the best teaching procedures, leadership programs, and, in general, adequate Christian education for the needs of life—all-round vigorous, wholesome life.

A budget sufficient to finance satisfactorily these essential factors in solving the problem of Christian education. This is the place where generosity is genius. Parsimony is paralysis. The cause of Christian education demands our best.

A local church board of Christian education of high grade, educationally minded and spiritually motivated men and women who will face squarely and fairly the problem, and faithfully, intelligently strive to provide every factor needed for its satisfactory solution.

There is no attempt here at detailed analysis of each factor. In the various talks in this book superintendents will find further counsel. We will, however, consider at once the importance of having a good strong planning group.

Board of Christian Education

We believe that every church, large or small, should have a board of Christian education, and that such a planning group should be thought of as a board of managers for all the educational work of the local church.

This board, elected by the church, consisting of from three members in the small church to fifteen in the largest church, should rate as high as the church's board of trustees, deacons—whatever may be the name of the official group. Board is a better name than committee or commission, each of these names implying more or less temporary service. The title, "board," dignifies the work and gives it favorable and permanent standing. The personnel, election, period of service, and duties of such a board should be an integral part of the church's constitution. This is already the fact in scores of stronger churches throughout the nation. If we are to grow a generation of capable church men and church women, the church must major on the Christian education of childhood and youth. The very suggestion is a stale statement. This we know. Every reader is probably thinking so. But what about the actual realization of this truth? We keep saying it, and often fail to set up a definite, efficient organization to make the statement more than mere words. The Bible-school superintendent that takes his task seriously realizes the importance of such a statement. Let each church

prayerfully select a group of educationally-minded, spiritually-motivated men and women who, with full information and aggressive spirit, give themselves to this big business, and new meaning will come into the Great Commission of Jesus, "Go . . . teach." The new day that is dawning in Christian education will come to its noon-time of strength and beauty. The Bible-school superintendent will have a group of backers and inspirers whom he can appreciate and with whom he can happily, efficiently co-operate. What responsibility, and what privilege!

Some of the Duties of a Board of Christian Education

Facing its great educational task in serving the whole church locally, the board of Christian education may well square itself up alongside of the following duties:

First. To make a friendly, frank and very thorough study of all organizations within the church doing any kind of educational work. This quiet survey should review the constitutions of all these organizations to ascertain purpose and program, and careful investigation should be made as to achievement over a reasonable period of time. Is there overlapping, undue competition, waste of time, money and strength? Or, on the other hand, with many organizations at work are there some important areas of human experience wholly neglected?

Face the Problem and Solve It

Second. Naturally such an impartial survey will reveal the lack of unity and unification, so the next duty plainly enough in most churches will be to call together all leaders of various educational organizations to ascertain on what basis a co-operative, integrated procedure can be arranged. With certain age groups, particularly the junior high-school (intermediate) pupils, multiplicity of organizations seeking to serve the group makes it imperative that a board of Christian education seek as early as possible to work out in fairness to all a unified, correlated curriculum so that every need of life for these boys and girls can be met systematically with as little duplication as possible.

Third. To set up a comprehensive Christian education policy covering all the age groups educationally served by the church. This will include the formulation of outstanding objectives and general lines of procedure to bring about their realization.

Fourth. To work out or adopt pliable, sensible standards applicable to all the church's educational task. These standards will serve as instruments of educational measurement of the Bible school and also stimulate leaders to put forth increased and improved effort. It will be kept in mind constantly that spiritual values can not be mechanically weighed or squeezed into test tubes, but at the same time our Bible-school teaching, worship, service and evangelism should be the very best.

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Fifth. To have general oversight of all the educational work of the church. To be on the lookout tower constantly concerned for the comprehensive educational interests of all ages, to prevent over-enthusiastic faddists from rocking the boat or grounding it entirely. With fairness to all, this board must see the major needs, give intelligent direction, and, with the Bible-school superintendent, sanely consider every problem that arises.

Sixth. To make sure that all educational work is spiritually motivated, that education does not become an end in itself, but always a means to the end that Jesus Christ be honored in changed lives.

Seventh. To nominate to the church the best available person as general superintendent or executive of the Bible school. The board should co-operate with the superintendent in appointing for the large Bible school divisional supervisors, departmental principals, and other general leaders and helpers for the age groups served.

Eighth. To assist when called upon by the superintendent or principals, in the selection of Bible-school teachers. Generous provision should be made for their training, through journals, books and special courses.

Ninth. To co-operate with the superintendent and departmental principals, where there are such, in choosing all curricula which will include provision for worship, study, recreation, evangelism and service. Only a general group such as this

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board can see the task in the large, and plan widely and wisely for all concerned.

Tenth. To seek the hearty financial co-operation of the whole church in making possible the necessary educational building and educational equipment. School tasks require school equipment. Bible-school activities to be worth while and to succeed demand best materials and methods, housing and furnishings. Our best for the Master!

Eleventh. To prepare annually and present to the proper financial board of the church such an adequate budget as will make possible the fullest, the most satisfactory realization of the Bible school's objectives.

Twelfth. To keep in touch as a board, individually and collectively, with the general movements in the fields of Christian education, and to bring to the attention of all leaders such matters as may be desirable from time to time through books and magazines, and by friendly counsel.

Thirteenth. To call in Bible-school specialists and experts in education, as occasion may arise, to lecture and conduct conferences on special phases of the work, or to sit in counsel when new plans are under way.

Fourteenth. So to organize the board itself that its various tasks may be intelligently and enthusiastically performed by its members. Board members should give specialized attention to particular aspects of the general task, such as the Christian education of children, the Christian

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education of young people, and the Christian education of adults.

The number on the board of Christian education depends somewhat on the size of the church. It is usually best for the church to elect one-third of such a board each year, those elected to serve for a term of three years. Members should be chosen not because they officially represent special organizations, but because of special fitness due to interest in phases of Christian education. Officers in organizations often become partisan. Then, too, they change more frequently than members of this board should. It is a good plan for a board to be chosen from capable men and women irrespective of organizational connection. The board thus constituted will do well, however, to call in for conference from time to time officers of certain groups, thus keeping in vital touch with actual problems which leaders constantly face.

Jesus Christ, was, and is, the great Administrator of the divine enterprise of winning the world to His will and way. Let us organize to help Him as we face the big problem of Christian education so that in our Bible schools we may not be satisfied until we solve the problem which, in short, is to bring every pupil, young and old, to accept Christ as Saviour, Friend and Lord.

II

DREAM DREAMS THAT COME TRUE

We urgently counsel each Bible-school superintendent to co-operate with the board of Christian education in establishing a definite Bible-school policy that together they may dream dreams that come true. Instead of drifting on with the tide, lazily letting the local momentary wind and weather determine the school's future, each church board of Christian education should be the master of its Bible-school's destiny. With sails set by fixed, worth-while purposes, the board and the superintendent should resolutely steer the school's course. The school's permanent success is ample reward for knowing what it wants to do and then doing it with the will that wins. Boards of Christian education and efficient superintendents dream dreams that come true; come true because they are true, true to the highest and best educational and spiritual ideals, true to the life and teachings of Christ.

The following suggested items that might enter into a Bible-school policy are offered to boards of Christian education and to Bible-school superintendents from which selection can be made in the formulation of a working policy suitable to

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almost any size or condition of school. Dream and dream daringly!

Christ First

Christ first in everything and everybody. This is the very first and supreme challenge to every Bible school. Is Christ first in the sessions of the school in every department, from the call to worship to the benedictory prayer? If not, why not? He wants to be, but He waits. Waits for our slowness of head and heart. Christ first in every class, in every discussion, in the hearts of officers, teachers and pupils, in the vision line of all plans and all planning. Let us write it over the door as we enter the school or department, and over the door as we leave. Not in words alone, but in thoughts, words and deeds. In motives, attitudes and all behavior and relationships. First in worship programs, first in class instruction, first in expression through recreation, service and good will to all. Write it—*Christ first*. Write it as a preamble to the whole policy for the whole school. Yes, write it and live it. Only thus will the dream come true.

Evangelism

Evangelism at the heart of the school. We mean evangelism in its full New Testament sense. The old-fashioned, but ever new. Educational? Yes, but spiritual and everlasting. Evangelism of the heart, which is the heart of evangelism,

Dream Dreams That Come True

even as evangelism itself is the heart of all sane religious education. Evangelism that has in it the love of the Father and the atoning work of the Son of God. That honors the regenerating work of the Holy Spirit. That insists on the individual acceptance of Jesus Christ as personal Saviour. That recognizes and accepts the Lordship of Christ in every area of life. An evangelism that has faith, repentance and love and loyalty in it. An evangelism for the here and now, as well as for the hereafter. An evangelism that knows no barriers and no bounds; that laughs at such trivial things as calendars, color and man-made creeds. An evangelism that has in it intelligence, emotion and will, dominated by the Spirit of God. An evangelism that is heaven high, earth wide, and as deep as the depths of human need. An evangelism that keeps Christ central, saved by Christ, nurtured in Christ, trained for Christ, and yoked with Christ to get His will done in the lives of men the world around.

Why should the church and the Bible school be satisfied with a week or so of evangelism once a year? Why not write evangelism into the school policy to be operative for fifty-two weeks every year? Dare to dream dreams that come true.

Missions

Missionary instruction and giving every Sunday. Unless a Bible school is a missionary institution, it is not a Bible school, for every church

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is missionary, or it is not a Christian church. The Great Commission was not given as a "sticker" to be pasted over one certain day or week on the church's calendar. That dynamic "go" drives itself straight through the whole year and down into all the work of the Bible school. The missionary instruction in mind need not be formal talks before the school or department. There are many ways of keeping the missionary fires burning. In these days through the splendid missionary education materials always available to workers, ample helps are at hand. No church can hope to grow a generation of missionary-minded men and women which does not week by week give missionary instruction. It is a short-sighted, incompetent Bible-school teacher indeed who can not somewhere in the class session give missionary emphasis in prayer, by use of missionary fact or illustration. Information means interest and vital interest means giving. Posters, pictures, letters, stories and pageants will help. Missionary hymns and poems inspire.

Ideal Bible-school giving should be by the use of individual double envelopes, numbered and used every Sunday. On one side for the local church or Bible-school expenses, and on the other side for benevolences. The Lord loveth a cheerful giver, and that same giver is happiest when the mission half of his offering envelope weighs the same as the side for his own school's support. It ought to weigh more, and will, if our dreams encircle the world in its needs.

Bible

The Bible a living force in the experience of the teacher and the taught. I have never found fault with anybody who calls the Sunday school a Bible school. That's what it is, or it has no business to meet on Sunday. The Bible is, or should be, at the very center of the class, the department, or the general session of the school. By this we do not mean that its mere material presence will in itself work magic as a lodestone or as a fetish. The Bible is a fire that refines and a food that fills and nourishes. It is the Book of books, but more than a book. It is the living Word of God. In its pages are found precepts and examples of the Christian way of living. Its vitalizing truth should be given a wide-open chance to permeate and motivate the hearts of young and old alike. The Bible is a life book. For a pupil to recite by rote verses of the Bible may mean little. For a teacher to expound a passage of Scripture does not guarantee Christian character. A man might memorize and glibly "string" the chapters from the Genesis to the Revelation, if such a feat were possible, and yet in his life completely ignore the commandments of the God of Israel, and dishonor the teachings and example of Jesus Christ. Reciters may be all right, but the church, the home, the community, the nation needs doers; those who in every character crisis live the Christian way, whose dreams are realized in deeds. These are they that lead to

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the abundant life, leavening the lump of humanity with the idealism of Jesus made concrete in Christian character and conduct.

My friend, Mr. Bible-school Superintendent, why not help your school to enter upon a campaign of learning to live the Bible-school lessons already learned? Most of us have heard enough sermons, Scriptures and songs to make us saints, but not many of us, as yet, even make a very vigorous gesture in that direction. Why not start a "religious" epidemic where all teachers and pupils will be exposed, shot through and through with the "virus" of virile, functioning, transforming biblical truth?

Put into your Bible-school policy the Bible, a living force, and then rally the workers to a full realization of it.

Worship

A period of real worship in the Bible school as a whole, or in the departments, if in a small, one-room school, where a preliminary period is used before teachers begin to teach, then let that time be given to real worship, and not mere "opening exercises." The monotonous plan of "three hymns and a prayer" should be given a rest. Often the hymns are selected on the spur of the moment. Random hymns and rambling prayers get nowhere. Somebody should arrange services of real worship as a part of the school's permanent policy. A well-planned worship service goes a long way

Dream Dreams That Come True

toward making possible a profitable class session. Certainly in the larger, departmentalized school, where a separate assembly room is available, no department is ready for best class work until it first worship through a well-ordered service. This service from Sunday to Sunday should be graded and made vital in the lives of all pupils by a reverent use of suitable hymns, Scriptures, prayers, stories, poems, talks, offerings or other elements of worship, all nucleated usually about a central and appropriate theme. This means planning, and far in advance. Let a committee on worship consult worship manuals and programs of worship in journals, and lead the school in worth-while worship. Real worship services will work wonders in any school. The Bible-school superintendent can not too strongly stress this part of the school's curriculum.

Organization

Essential and efficient organization and administration. How necessary in an adequate policy for any Bible school! We often say essential means enough, and efficient means good enough. Some Bible schools are "organized to death." They don't have vitality-steam enough to keep the wheels going. Too much machinery is a waste, even as too little is poor planning. A well-organized Bible school is like a well-made motor. No unnecessary friction. It has a load to carry, and carries it. But most Bible schools

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are short on "horse power" because they are short on horse sense, just common, everyday sense which in a Bible-school superintendent sees work that must be done, and then puts enough capable people on the job to get it done expeditiously with minimum machinery and maximum results. Books on Bible-school organization and administration are available and will point the way to essential and efficient organization. These should be read by every Bible-school superintendent who would dream dreams worth coming true.

Leadership

Officers who magnify their office and master their duties. An effective policy means, of course, a wise executive leadership for the school in general, for departments and for classes. Happy is the school that has officers who magnify their offices and not themselves, who see God's opportunity for them in their appointed places of leadership, who prayerfully desire to be faithful stewards of their sacred trusts. If they thus in humility and honor hold office, they will master their duties. Every Bible school, everywhere, should have a constitution clearly defining the duties of each officer, or, as a school, adopt some good book on organization as an officers' manual. Not only are excellent books in easy reach, but also magazines with fresh, virile articles. Officers find at their elbows in these days an abundance of help, for an essential part of a Bible-school's

working policy is a workers' library that works. Consult the publishers of this book.

Reaching All

A no-man's land nowhere within a reasonable radius of the Bible school. There is a call to Bible-school workers to look out on the harvest ready for reapers. Populations in some sections, both urban and rural, change so rapidly that it is easy for churches to forget that whole families live day after day with no Bible-school visitor or voluntary searcher ever speaking the welcoming word. Is the Bible-school arm so short that it does not reach all the way to the utmost corner? Is the Bible-school heart so slow that it no longer seeks out those who would otherwise be lost to Christ, the church and its school? The Bible school is the only educational institution that serves all ages, all sexes, all conditions, from the cradle to the grave. No one is too young, no one is too old for the Bible school. Reach the reachable (see the fuller message later in this book). Be the everlasting, the ever glorious evangel to all. More vigorous week-day dreaming along this line will mean more Sun-day realization.

Attendance

Each Sunday the number present running neck and neck with the number enrolled. Bible-school superintendents, get the thrill of it, the joy, and

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the reward of it! Once a member, always a member! Write it into the policy and do it with determination: "We get 'em, and we hold 'em!" Dream it and do it! Recruit and retain! To have is to hold! Let all organized classes leap to the challenge. Make it a race, a real one, not for feudish or unfriendly contest, but for the far-reaching character values in it all. Let the whole school be on this job. Make attendance break even with enrollment as often as possible. This will not come by merely wishing it. *Will it!* And will it with purpose, pep and perseverance. Put the best go-getters in the classes throughout the school on this one big task. Some of us bleacher boosters shout at football games, "Hold that line! Hold that line!" So the Bible-school superintendent should keep the attendance line strong, not for numbers' sake, but for the sake of men and women, young people and boys and girls who need in their lives what the Bible school can give in the great game of life.

Materials and Methods

Lesson materials and methods that throb with life interest to both pupils and teachers. No Bible school can expect continuous, wide-awake pupil participation in its class sessions, with materials and methods that are not linked up with life situations. Especially is this true in adolescent and adult classes. It is up to the teacher first, last and all the time to present such virile

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biblical and other truth that life's experiences will be enriched and ennobled by the idealism of Jesus Christ. Problems, plenty of them, every week plunge pupils into distressing situations. Temptations run riot across many a life. Every day or hour they may face a dilemma, a decision that may mean destiny. Character crises come. Happy the Bible-school pupil whose lessons learned on Sunday can be lived on Monday. Write it in the Bible-school policy for all teachers—make your lessons live where your pupils live. My friend, Mr. Bible-school Superintendent, kindly pass on this counsel to your helpers, and do it often.

Good Will Fellowship

Every session of the school a big, brotherly fellowship of love, loyalty and good will. The school that writes large such a spirit into its permanent policy will win in any community. This is a point which is of special concern to the Bible-school superintendent. Let him fill his own soul with the truth in the counsel, "Keep the sun in Sunday." If his dreams would come true, they must start in a heart of good will.

Pupil Placement

Each pupil, young or old, in the right class. How many pupils are lost to the Bible school because they are not properly placed in classes where they can be educationally and socially

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happy? Bible-school superintendents are referred to fuller counsel on this point in a later message in this book, called "Provide for Pupil Placement."

Trained Teachers

No class without a suitable permanent teacher, trained or willing to be trained. The teacher policy of a Bible school is of primary importance. The selection and training of a group of men and women whose lives and lessons will count most for all character-making is no small enterprise in itself. On this significant matter the board of Christian education and the Bible-school superintendent will keep everlastingly at it. Trailing and training leaders is the subject of a later talk in this book.

Classes Well Located

All classes located where best teaching is possible. This seems only elemental fairness to the teachers who are willing to invest time and talent in the important teaching ministry of the church. Very often a shift in class location has saved the class. Both class and teacher have a right to expect best possible teaching conditions. And they look, rightly so, to the Bible-school superintendent and their departmental principals for assistance. Where it is at all possible, each class should have a separate room with solid, sound-proof partitions and floors.

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Each Teacher a Genuine Christian

Every teacher a true-blue Christian seven days a week. A Bible-school superintendent or board of Christian education or teacher-selection committee might well hang out a sign, "Calendar Christians Need Not Apply." After all, calendars do us much harm. To the teacher who humbly, honestly wants to walk the Christian way without wobbling, every day is a Lord's day. Of every school it should be understood as a definite item in its policy that no Dr. Jekyl-and-Mr. Hyde type of Christian should ever become a member of its teaching staff.

A Wholesome School

The whole school a wholesome influence for God and righteousness in the whole community. What is the rating of your school on Main Street? Up and down the streets or lanes of the church parish or district the Bible school should be known as a positive community force for good. For this realization every Bible-school superintendent, teacher and official, and every member should devoutly pray. The impact of such a school on citizenship-making can not be measured.

Service Programs

Through the week sociability and service programs that challenge and satisfy. The policy of

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any Bible school that omits generous provision for fun-fellowships and sane service programs is short-sighted and short-armed. The social and altruistic impulse of human hearts should be brought under the dominance of the ideals of Jesus.

Whole-hearted Support

The whole church back of the whole school, with men and money to make it go. A dream worth dreaming, and it does come true. How essential is this item for an effective Bible school policy! The school of the church is a most important welfare contribution to older groups as well as to young and growing life. Men there must be to man the educational enterprise of the church, and money there must be to set up adequate machinery and to make it produce maximum results under Christ-control at all times.

Some or all of these items should go into the policy of every Bible school, and they will, if Bible-school superintendents expect to be faithful to their educational trust, and really dare dream dreams that they want, desperately want, to come true.

III

PLAN PROGRAMS WITH PURPOSE

The creative superintendent, co-operating with the church board of Christian education, having established a working policy for the Bible school, at once sees that to make his dreams come true he must plan programs with purpose.

The Needed Programs

The Bible-school superintendent and board of Christian education will determine the areas in which programs are needed. In most Bible schools provision will be made for instructional programs, worship programs, programs of evangelism, recreation programs and service programs, all with the purpose of helping to solve that problem of Christian education.

Division of Responsibility

In some boards of Christian education there is a small engineering committee in each of these five major fields of the church's educational task. In other words, the members are divided into committees carrying age-group responsibility; e. g., a com-

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mittee on the Christian education for children. Such a committee would concern itself with all programs for the particular group. Board committees may or may not actually create programs, but they must see that the best are arranged, and that somebody is made responsible for program making for every age group in the Bible school, reporting to the board so that all interests may be comprehensively provided for with as little overlapping as possible. This is where the board of Christian education functions efficiently, as the church's correlating, unifying agency, getting its "Bible school will" done largely through the Bible-school superintendent.

A physician recently said, "It's not a restricted diet that most people need, but a balanced diet." The board is responsible to the church, the school, the teachers, the pupils and the parents of the pupils for giving pupils a balanced, a well-proportioned, sanely planned diet of Christian nurture and training. It is the serious, sensible business of the board and Bible-school superintendent, knowing the religious values in certain procedures, to prevent cranks or hobbyists from stampeding the school with all-of-this and all-of-that to the exclusion of other worth-while emphasis. What you need, says one dietitian, is the orange-juice diet, or the raw-milk diet, or the vegetable diet, or the meat diet, or the what not. The best physician, diagnosing a patient's needs, usually prescribes balanced rations with the necessary variety of vitamin-producing foods.

Plan Programs With Purpose

About all that can be done in this counsel is to make general suggestions concerning each of the five program-fields presented. There will be packed into succeeding paragraphs principles of procedure which ought to be developed fully, but which can not be for lack of space. In doing so, there is the risk of being misunderstood, but nevertheless by this more general presentation it is the desire to be helpful to boards, Bible-school superintendents and to all who carry responsibility for planning programs with purpose.

It is the function of the board of Christian education, through the Bible-school superintendent, to keep in constant touch with all program makers, to lend every possible assistance, preventing gaps as well as laps, and making sure that every kind of Bible-school program is the best that can be offered.

Instructional Programs

Without adequate instructional programs the Bible school is not a school. The board of Christian education bends its best energies to this central Bible-school task, giving all possible administrative support through the Bible-school superintendent. Even with such expert direction, every board itself knows full well that the teacher is the key to success or failure in the actual teaching work of the school.

The following guidance suggestions are made with this fact in mind: Choose teachers personal-

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ity-tested; choose teachers pedagogically-minded; choose teachers purposefully-motivated; choose teachers possessed of their senses, not the least of which is common sense; supervise teachers and teaching in the interest of better types of both; grow a trained teaching staff, both active and prospective. The school that has done this is on the way, is equipped with a group of Christian educators who will co-operate in choosing best courses of study after wide selection of experimentation; use best teaching methods for materials chosen for each age group of pupils; grade pupils by groups having, as near as possible, the same experience and educational abilities; provide educational housing and equipment which make possible best teaching outcomes.

Worship Programs

The board of Christian education and church-school executive should work through departmental principals, or some person or group of persons to get satisfactory periods of worship for every age group in the school.

These guidance suggestions will help those immediately responsible for the preparation and presentation of acceptable services of worship. Set up worship goals for the year, or for a month, but have definite aims even for individual worship programs. For almost every program have a central theme. Choose elements of worship; i. e., Scripture, songs, prayers, stories, pic-

Plan Programs With Purpose

tures, etc., appropriate to the theme and aim. Use only such kinds of elements as are suited to the age group using the program. In preparation, time each part of the program, and then in presentation keep within the time limits. Put variety into programs from Sunday to Sunday. Keep a balance in the elements used. Exercise unusual care in selecting program participants. Insist on conscientious preparation in all who take part. Coach younger and immature program helpers. Keep the entire service radiantly reverent. From beginning to end, let sincerity be the test. Let there be at all times orderly procedure, but do not so mechanize the program as to kill the desire for free expression in worship. In advance, make sure that there are desirable worship conditions. Arrange each program to move toward a climax and let that climax be a deepening of Christian experience and the call to unselfish service. Consult available books on age-group worship.

Programs of Evangelism

How critically important is the Bible school's attitude on evangelism! The Bible-school superintendent and Board of Christian Education need special wisdom in choosing all who plan the programs of evangelism. For the guidance of all planners we offer the following hints:

Know the fuller, better meaning of evangelism. On this point we suggest as a help the reading of chapter seventeen of the writer's book, "Church

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School Leadership."¹ Secure the pastor's leadership of all Bible-school evangelistic endeavor, or at least his expert counsel. Envision Bible-school teachers with their evangelistic privilege and full-orbed duty. Get the co-operation of the Christian parents of the pupils whom the church seeks to reach. Enlist mature young people and adults, all of respected Christian character, in evangelistic plans. Set apart at least two special periods of a week, or more, during each Bible-school year, for special evangelistic emphasis, one in autumn and one before Easter. All who actively participate in programs of Bible-school evangelism should be taught and trained in the meaning and methods of evangelism. Study and use that old but good book, Frank L. Brown's "Plans for Sunday School Evangelism." Other books will be helpful, like Morris' "Winning Youth For Christ," or Gage's "Evangelism of Youth." Write the publisher of this book for suggestions. Take time quietly, intelligently, to prepare pupils for desired decisions. Give opportunity for voluntary public confessions and decisions. Do not drive or compel by mechanical devices or adult overpersuasions. After Christ has been accepted as a personal Saviour and Friend, enlist each pupil in church membership, and then continue his instruction in the meaning of it all. How important this is! The best superintendent never fails in his evangelistic emphasis.

¹ "Church School Leadership," by W. Edward Raffety.
Published by Fleming H. Revell Co.

Recreation Programs

These are as normal in Bible-school procedure as are the other programs. They are neglected only by the short-sighted, narrow-minded Bible-school superintendents. If cleanliness, then wholesome recreation is next to godliness. But we need not argue the case. Wise Bible-school leaders agree, because they know the value of play programs planned with purpose. We hope the following suggested principles of recreational program building may point the way to best results.

All programs should be graded to the ages served. They should be indigenous, i. e., grow out of local conditions and needs. They should follow well-known sociological implications as to congenial groups, etc. Every program should be physiologically sound, i. e., not do violence to the physical state or condition of the pupils. Programs should be psychologically true; i. e., making direct appeal to the mental abilities of all. Programs should be comprehensively planned. They should be varied from time to time. They should be seasonable and reasonable as to expected outcomes. They should be correlated and kept in line with the balanced educational program for the entire Bible school. They should be purposive, constructively educational, always, first, last and all the time, spiritually motivated.

Such recreation programs, purposefully planned, will make the Bible school attractive and will honor Jesus Christ.

Service Programs

Best instruction, best worship services, best evangelism, best recreation programs, all lead to service outcomes, or they are not worth the fig of energy, time and money involved. All best Bible-school programs are not self-centered, and are not planned merely to build body, mind and soul for cultural ends, but are definitely set up to enrich lives by the divine urge of unselfish service.

These few hints, it is hoped, will help Bible-school superintendents and all service-program builders: Objectify service outcomes in all Bible-school programs and expect definite service to result. Emphasize the service motive in all Bible-school officers, teachers and pupils. Build service programs that satisfy the immediate needs of class, church and community. Build service programs which have in them a national and world challenge. In all service suggestions and programs ever keep in mind the life and example of Him who came not to be ministered unto but to minister. Honor Christ! Plan programs with this paramount purpose in view.

IV

TRAIL AND TRAIN LEADERS

The person to be trailed is the prospective leader in the midst of those older, mature young people, who, having been found, is trained for efficient church leadership in the Bible school and elsewhere in definite Christian service. After all, the pastor and the Bible-school superintendent can make the search for leaders-in-the-making a fascinating hunt. Trailing in this case is the quiet initial discovery and the quiet pursuit, figuratively following in the tracks, observing slightest indications of leadership ability, or lack of it. When the pursued prospect is trailed long enough and is overtaken, then he should be taken over, if satisfactory, into a group for special training.

The varied tasks of Christian education through the local church's Bible school more and more demand a variety of leadership abilities, administrators, teachers, supervisors, directors of the curriculum programs which were considered in our last talk, and also many kinds of secretarial helpers—what a wide range of attractive service! Leadership recruits must be found as the work expands in any church. These now can and should be trained in the local-church or community

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classes, through summer conferences and in other ways, using some of the many available leadership training courses. Consult the publishers of this book.

The creative, efficient superintendent knows that the desirable personal characteristics to be looked for in these prospective leaders will vary according to the job to be done. However, there are certain general qualities which seem to be indispensable in those who would help the Bible school make good. Let us talk about these for a few minutes.

Look for Large-visioned Persons

Where there is no leadership-vision the people of the Bible school perish. The work falls far short of acceptable standards. It gets into ruts, lazily slips into its own grave. No one can make good as a Bible-school worker whose vision line of knowledge and service stops at his back-yard fence. Lack of vision means narrowness, parsimony and bigoted ignorance. Vision is essential to growth and achievement. Provincialism paralyzes, for it blocks all progress. It means the closed mind. The closed mind means the stone wall, the blind alley or street. Applied directly to Bible-school work, it means that what has been will ever be, world without end. Amen. The Bible-school superintendent who searches for leaders will not trail the person whose nose length is the length of his vision in Bible-school service.

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Trail only those who see forward and far, and who can be trained to become adventurous, achieving Christians.

Look for Loyal Persons

Bible-school work demands people who are loyal first, last and all the time to Jesus Christ as a personal Saviour, Friend and Master.

He is the Teacher of teachers. To Him and His truth every Bible-school leader owes first and supreme loyalty. On other loyalties we may differ; on this we dare not. Then that Bible-school worker should be loyal to the Word of God. If he does not believe the Book he teaches he has no place in a school whose chief spiritual source book is the Bible. He should believe that religion can be taught and that human nature will respond. He should be gripped by the compelling conviction that the greatest need of the world today is the idealism of Jesus Christ. To this conviction ever let him be loyal. Then, too, he should be loyal to the school as a whole, and to the church whose the school is. When looking for leaders, look for loyalty; it's a mark on the trail that must be evident. If the Bible-school superintendent finds it not, he is on the wrong trail.

Look for Energetic Persons

The Bible-school leader that makes good today must have the physical and mental power of the

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high-grade motor. He is expected to negotiate every hill of difficulty with ease. He and his associates must be the "best in the long run." No Bible-school superintendent looking for helpers will trail drones from the beehive of life. Drones simply do not deliver. Hookworm victims in Bible-school work hinder and harm the cause. Do not trail the sleepy, the slow, the stupid; they may be good, but good for what? As a philosopher once said, "Be not simply good; be good for something."

Look for Persons Who Can Energize Others

The willingness and the ability to work indefatigably for the Bible school one loves is most commendable, but leaders also are needed who can make labors of love contagious, who can energize others, stirring them to bigger undertakings and bigger achievement. Best superintendents know that it is better to set twenty to work than to do the work of twenty. We have seen Bible-school workers with such radiant energy that others associated with them simply could not be content to loaf. Even Jesus said, "My Father worketh hitherto and I work," and again, "I came not to be served, but to serve." The Bible-school superintendent should look for helpers full of energy, red-blooded, vigorously willing to tackle the hard jobs, who at the same time know how to energize others. Trail and train those who have ability to delegate duties to others, and to get those duties done.

Trail and Train Leaders

Look for Ambidextrous Persons

Not two-faced or double-lived, but two-handed, twice ready. The Bible-school worker who makes good will have need of all the resources which he can command. How often a full-handed helper saves the day! To think twice and quickly and act deliberately is the mark of the leader who makes the progress that is permanent. The ready head and ready hand make a team that pulls the load clear through to its destination. This is one place where the left hand must let the right hand know what it is doing. The two acting together or, if separately, acting harmoniously, unify purpose, increase power, and actually achieve. Trail only the two-handed, full-handed prospect who has initiative and ability to tap available resources.

Look for Amiable Persons

"As bright as the morning sun," that's one boy's definition of the teacher he likes. Another said, "I like a teacher that comes into the room with a smile and keeps it." A clever but not cautious girl remarked concerning a substitute teacher, "She's got such a long face, her religion hurts her." Only last week my own fifteen-year-old boy, a fine Christian lad, said concerning a new teacher who was a misfit, "Why, that pansy, he looks too pious for me." Another quick youngster said, "My teacher! Goodness me, she takes

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the sun out of Sunday for me." How often such a teacher takes the day also out of the life of boys and girls in the early teens when the exit sign hangs high over Bible-school doors! We grant, of course, that wiggling boys and giggling girls try the soul of the most cheerful teacher. However, amiability with a good mixture of firm reasonableness will win. Bible-school superintendents, when trailing for leaders, look for the Christian with the radiant life.

Look for Persons of Determination

Namby-pamby, wishy-washy, backboneless men or women get nowhere in effective Bible-school work. They may be all right for decorative purposes, but for duties worth while, never. The average school needs more workers than wall flowers. The worker to succeed needs will power to the *nth* degree, and always under the dominance of Christ-control. "Yes, he is all right for a fifty-yard dash, but in our school we pick only marathon runners." So it is in any Bible school that makes good. Of another officer a Bible-school superintendent said, "He has plenty of 'git-up-and-git' but he also has too much of the 'sit-up-and-sit' spirit. He starts right, but right away stops." How many of our Bible-school teachers and officers need more of the do-it-until-done determination. Start fewer things and get them gloriously finished, is a good slogan. Trail only such prospects as have strong wills to win.

Look for the Daring Person

No, we do not mean the foolhardy or the foolishly forward person. We do mean one who dares to be different if that difference is sensible and lies in the line of better educational procedures for his class or school. Those good women who, a few decades ago, dared to set aside the dozen verses chosen for the whole school and to find and use Bible and related stories, understandable for their small children, were prophets. We now rise up and call them blessed. They gave us graded lessons and newer teaching methods. Those educationally-minded architects who dared build separate, sound-proof classrooms, likewise claim our gratitude. That fine group of Christian education leaders who are now daring to make an experience-centered curriculum will one day get our hearty approval, if the Bible and Christ be kept central in all their planning. All pioneers who put more religion into education and more education into religion point the way to the better day for all of us who firmly believe in the mission of the school of the church. Trailing and training are a forwarding process. The spirit of the pioneer is needed in every Bible-school superintendent.

Look for the Educable Person

The superintendent who gathers about him principals of departments and teachers for all age

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groups, with secretarial and other helpers, all of whom, or most of whom are teachable, is on the high road to achievement for his school. Teachable workers who will work at a workers' conference and share eagerly in solving the problem of Christian education are the kind that will make any school a great character-making enterprise. Teachers and officers with a yearning to be learning will soon be earning big dividends on their leadership investments of time and skill. It is now quite possible for any Bible-school leader anywhere to prepare himself for the service that will bring increasing joy and lasting results. Conventions, institutes, summer schools, study classes, books, magazines are multiplying and are now near neighbors of our Bible schools. If not, even the isolated teacher can, by correspondence, take many practical courses. Trail the teachable, for they are the trainable.

Look for Persons with Executive Ability

A capable person chosen to be a Bible-school leader who has no leadership ability is like a detached locomotive, beautiful, polished and power-full but power-less. Leadership implies a group of followers, folks being led or willing to be led. A Bible-school superintendent can not expect to find full-grown administrative strength in a prospective leader; however, the beginnings of such skill should be looked for before the person being trailed is asked to assume the duties

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of an office which requires ability to handle folks, to lay out plans, and to get things done. There are plenty of dreamers who are not doers. For certain important Bible-school offices, trail only those who give promise of managerial strength under special training.

Look for Persons Who Are Reasonable

How often do we find people thoroughly acquainted with Bible-school programs of teaching, worship, recreation and service who fail utterly as leaders, because they are impatient with the slow of head and heart. They expect too much from others less informed than themselves. Such appointed leaders do not lead because their very unreasonableness puts would-be followers on the edge of uneasiness, and discourages even the willing ones. A sense of elemental justice, fairness, is what any group has a right to expect of a chosen leader. Tactfully taking folks where we find them and bringing them on to where we want them is a well known pedagogical principle. That trail's end brings utter disappointment when the pursued and overtaken prospect proves to be unreasonable.

Look for Reliable Persons

A leader that can not be trusted has failed before he begins. The more sanely, prayerfully democratic Bible-school elections can be, the more

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apt are leaders to be chosen who have at the start the confidence of the school. Surely in the choosing of leaders there is wisdom in counsel. No person should be elected on snap judgment. Bible-school affairs are too important to build future achievements on guesses or personally partisan elections, or appointments based purely on personal friendships. Trustworthiness is a high mark of character in any leader. Is he or she dependable, all wool and a yard wide, true blue on Sunday, Monday, and every day under all circumstances? Only the true and the tried should be trailed and trained for Bible-school leadership. Dependability is the keystone of the arch.

Look for Sane Persons

"Gifted, but flighty," was the consensus of opinion of the whole school. Said one member of that teacher's class, "She can say more fine things and at the same time do more fool things in forty minutes in the Bible-school class than anybody I ever knew." That teacher was brilliant, but not balanced. She was a dirigible with plenty of hot air, but not enough ballast. She was long on lingo and short on sense. That's one very important thing that a diploma can not confer on a university graduate. How significant is sanity! A leader must have it or he ceases to be a leader. In trailing the prospect look well to his tracks. Is there evidence of just horse sense? Why waste time training the tactless?

Trail and Train Leaders

Look for Spiritually-minded Persons

We hasten to say we do not now refer to those pietistic peddlers who make prayer meetings famous or infamous. We believe in prayer and prayer meetings. We believe in deep religious experience, in genuine piety and humble witnessing for Christ—but we detest all show-window display, all make-believe, all self-advertising. Such hypocrisy calls out the righteous indignation of all true followers of Him who scathingly rebuked pretenders. There are plenty of materially-minded, capable people who should never be trailed and trained for positions of leadership in the Bible school. By spiritually-minded we do mean one whose piety no one doubts, whose daily life puts mammon under his feet, and who sincerely strives in thought, word and deed to bring his whole life consistently and persistently under the dominance of the ideas and ideals of Jesus Christ. We, of course, can not expect to find perfection in any Bible-school worker. Saints would be lonesome in most classes, but we can look for those who are honestly striving to be good.

L-E-A-D-E-R-S

Every Bible-school superintendent is vividly aware of the fact that looking for leaders for the Bible school is more than a leisurely walk. L-E-A-D-E-R-S, as we have seen, mean those who are large-visioned and loyal, energetic and ener-

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gizing, ambidextrous and amiable, determined and daring, educable and executive, reasonable and reliable, sane and spiritual.

Can we expect anything less of those who assume responsibility for leadership in our Bible schools? The Bible-school superintendent's training should be a quest for the best, and the training be the best by every test.

V

REACH THE UNREACHED

The present-day Bible school, with well-ordered programs which bring all its pupils into enriched experiences through study, worship, evangelism, service and recreation can not, or should not, be satisfied simply to serve those who attend its Sunday, week-day or special summer sessions. The Bible school having brought its whole work to a high degree of efficiency, its chief joy will lie not in self-admiration, but in extending itself until every person that is attainable is attained and retained for the best educational service of which the school or the church is capable. It is earnestly hoped that every Bible-school superintendent who reads this book may be stirred to reach the unreached through an effective Bible-school extension.

The Extension Ministry of the School

The Great Commission of Christ is the motive and the measure of the extension ministry of the modern Bible school. "Go," i. e., reach, and "teach" all that are reachable and teachable. Unfortunately the horizon of many Bible schools

is the four walls of the building in which the Sunday sessions are held. The "go" has been accepted with an inward significance, and they have missed the glorious adventure of the outward reach. Even for many of the so-called best schools, their chief and worthy goal has been high-grade service for those who come, with little, if any, thought for those to whom they should go.

Reasons for Extension

There are at least eight good reasons why any healthy, robust Bible school ought to be ashamed of itself if it does not organize and loyally support a vigorous extension ministry, because there is no enduring, satisfying substitute for the religion of Jesus Christ in the human heart. To bring all people, young and old, everywhere, and under all conditions into vital relationship with functioning Christian truth in the Bible and elsewhere. To keep all Bible-school pupils once active in the school in constant touch with their old friends in that fine fellowship which means so much to all believers in Christ. To preempt every newborn life for Christ, the church, and the kingdom, and to put heaven's highest hopes into the sunset days of the aged. To make the Bible school an educational dynamo radiating spiritual "light, heat and power" into all the community. To help the homes and all their occupants to realize that the church is their best ally in their fight for Christian character, civic righteousness

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and good will among men. To keep alive in the thinking of all, the fact that the church is the one institution divinely appointed to put the truth which saves and stabilizes into the hours of greatest pleasure and prosperity, and to put comfort, courage and faith into the darkest days of despair, defeat and death. To conserve the longing and the service abilities of altruistic-minded Bible-school leaders who find in the Bible school's extension ministry their chief satisfaction.

Groups To Be Reached

Manifestly, such an unselfish ministry of the Bible school would seek to reach some or all of the following groups: Children too young to attend the sessions of the Bible school. Mothers whose little children temporarily prevent them from attending Bible-school classes in which they were formerly active members. People who are detained at home because they are too old or too ill, and those who are invalids or cripples unable to leave home. People confined to institutions, such as old folks homes, soldiers and sailors homes, inmates of orphanages, reform schools or certain other specialized institutions. People whose business, trade or profession keeps them away from the school's regular sessions, such as railroad men, street-car operators, radio, aviation, telephone, telegraph, garage employees, physicians, nurses, pharmacists and others who are occupationally bound on Sunday. Non Bible-school attendants

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through noonday classes in business and industrial establishments. New Americans making first contacts with the English language. Special groups in local city-mission districts, or in home or foreign fields.

General Organization and Administration

If the church has a board of Christian education carrying organizational and administrative responsibility for the Bible school as a whole, co-operating with the Bible-school superintendent, it will make provision for the Bible school's extension work. The educational judgment of the board and the Bible-school's superintendent determines the plan of procedure. Any one of three usual plans may be adopted, viz., choice of a director of Bible-school extension into whose hands the entire administration is placed, he (she) choosing such assistants as may be necessary. Such director should be an immediate associate with the general superintendent of the Bible school, for in the fullest sense he touches the lives of several age groups. A special director for each extension group, serving under the general supervision of the school superintendent, with responsibilities somewhat comparable to a regular departmental principal of the school. Departmental administration, e. g., extension work for the preschool-age child may be simply an extension of the children's division of the Bible school, and in such case is most often known as the Cradle Roll Depart-

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ment, more recently Nursery Department. Another example is the home classes for the aged administered as an Adult Department extension, of classes for young people vocationally bound on Sundays, supervised by the Young People's Department of the Bible school. As will be seen there are advantages in this type, for it guarantees a desired age group specializing in the materials and methods of Christian education most effective with the nature and nurture needs of the pupils enlisted in extension classes.

Other administrative plans may commend themselves in view of particular local Bible-school administrative policies. Each school undertaking this important educational task of the local church must work out its own scheme of management.

Publicity

Adequate publicity is essential to successful Bible-school extension. These hints will help: Pastor's approval and frequent announcement. Bible-school superintendent's endorsement and constant interest. Good will and active co-operation of all teachers. Use of church and school bulletins and bulletin boards. Brief but frequent stories for the daily or weekly newspapers. Occasional use of buttons, pins, pennants. Annual campaign with banners, window posters, auto stickers, etc. Personal letters inclosing mimeographed news sheets. The best advertising is satisfied customers. The Bible school that extends itself into the very

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hearts of its constituency will not lack for that publicity which counts most.

The Director of Bible School Extension

In all probability, the best way to insure permanent results in this work is to fix administrative responsibility in one capable person known as the director of Bible-school extension.

Qualifications. Some of these traits should be looked for in such an executive: Genuine, wholesome Christian life. A firm believer in the worthwhileness of the Christian religion. Faith in folks and their educational response to Christian truth. Knowledge of the comprehensive programs of the present-day Bible school. Friendly, genial approach to people. Tactfulness or the ability to mix with people. A student-mindedness, ability and a willingness to keep in touch with best available literature in pamphlet, magazine and book form. Conscientious, aggressive acceptance of the reasons for Bible-school extension announced in a previous paragraph. A dogged determination to master details, difficulties and the paralyzing inertia of many good people.

If a Bible school takes seriously its extension ministry it will ferret out and dedicate to this great cause one of its most able and attractive leaders. If necessary, such a person should be relieved of all other church or Bible-school service in order to devote time and strength with a passion to this significant task.

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Duties. It is understood, of course, that like the other Bible-school officials, the director of Bible-school extension ordinarily is not on salary. The services are the free-will contribution of a worker in the great business of up-to-date Bible school. It would be unreasonable to expect too much of a voluntary worker. However, the task demands devotion and intelligence of a high order.

The following duties are suggested in the hope of helping any present or prospective director who may read this message to come to a full appreciation of the privileges which such an officer may enjoy. At least some of these should be on the conscience of any person who seriously undertakes to function efficiently.

To accept the office conscientiously, expecting to make good, or at least to try honestly to be a faithful servant of the cause. To set aside regularly time each week for reading Bible-school extension literature. Definitely to fence off certain days or hours of certain days each week for visitation of members. To systematically confer with all associates and helpers on best ways and means, and seek for their adequate training. To report to the pastor promptly any discovered cases of spiritual need, and to the proper church authorities any welfare work that should be undertaken as part of the church's neighborly service. To report to the Bible-school executive any items of interest calculated to help the school as a whole. To report to the proper departmental age-group leaders of the school any prospective pupils found. To

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see that all Bible-school extension supplies of every description are ordered in sufficient quantities and in sufficient time to meet the needs of a growing and going work. To make full reports on proper blanks to the Bible-school superintendent at such stated times as may be required. To be on the lookout, not only for new members, but also for the most helpful associates. To attend institutes, conventions, training schools, lectures and conferences for the fine fellowships of workers who fill similar positions. In brief, to "eat, sleep and live" for the work, with sympathetic, congenial relationships with all members and all helpers, and with a proper balance in appraising the place of Bible-school extension in the big Christian education task of the local church, and the greater kingdom of Christ throughout the world.

Next to the pastor or specially paid church worker who, on the whole horizon of a church's field of service, has a bigger opportunity with more humanly worth-while points of contact, and with greater joy in duty done for the Master of us all, than the director of Bible-school extension?

Reaching the Unreached

Reaching the reachable for Sunday class attendance is of first consideration by a Bible-school executive, but this, as we saw in the beginning of this message, is only one kind of reaching.

The well-organized extension ministry of the Bible school is a privilege and a duty of many

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churches. The Bible-school superintendent may well now consider more in detail how plans may be set on foot to reach systematically every reachable above-mentioned group.

Reaching the Preschool-age Child

Even the school with the short reach can have the long look ahead. This should mean for the smallest child a ministry of far-reaching importance. Of such great value is this form of Bible-school extension that any Bible-school superintendent and board of Christian education might well major on its organization.

Why reach the preschool-age child, the one too young for the Bible-school kindergarten? Significant reasons for such service briefly stated are: To put ourselves as Bible-school workers at once in line with the example and spirit of Jesus Christ. To emphasize the fact that the religion of Christ has the first and highest claim on the newborn life. To help both Christian and non-Christian parents to realize that the church is the home's best friend. To awaken in the mind of all parents their responsibility, not alone for the physical welfare, but also for the Christian nurture of their child. To bring Christian parents face to face with the fact that the very perpetuity of the church itself depends upon Christian homes. To accept the evident truth that not only civilization, the race, but the kingdom of God as well, moves forward on the feet of little children. To

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win non-Christian parents to a kindly consideration of the church and its school. To bring helpful literature into the homes. In some instances the Bible-school's ministry to the baby in the home uncovers cases of destitution where an immediate material need can be met. To open doors especially into non-Christian homes where the church's ministry of comfort in the hours of sorrow will be welcome and most effective.

There are other reasons. These, however, are quite sufficient to challenge the best planning of the best Bible-school leaders.

How reach the preschool-age child: Read again and seek to realize the above and other reasons with a conviction born of high purpose. Organize for the reaching in a sensible, systematic fashion. Fix leadership in some capable person as a director who would serve under the Bible-school extension director, or otherwise "gear in" to some working plan of the school. Give such a director a group of knowing, sympathetic associates and all necessary equipment. When organization is complete and all things are ready, set up a week of special campaigning for recruits, and a well-planned follow-up. Secure the pastor's indispensable help through sermon or other pulpit emphasis, notices in the church calendar or bulletin, use of pastor's calling lists and his special personal interest as he moves in and out of the neighborhood homes. Use all available church publicity devices—bulletin boards inside and outside, a line or two in the newspaper "ad" of the church, etc.

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Hearty endorsement and active co-operation of all the Bible-school officials, department principals and all teachers. Enlist the immediate help of the Bible-school director of records, whose cards should reveal the family facts concerning each regular pupil enrolled in the school. Use of any data available from a community religious census. Watch moving vans for new families who have tiny tots. Consult birth- or vital-statistics columns of daily newspapers. Get the co-operation of parent-teacher associations. Use attractive posters in the church building and in business houses. Write letters and send individual postcards to parents.

When there is a will and ingenuity there are many ways, for the ultimate objectives are worth best endeavor.

Choosing a director. If possible, choose the one woman in all the church best fitted for this type of Bible-school extension: Capable, winsome personality, sufficient leisure time, lover of little children, one obsessed with the importance of the work, but at the same time co-operative in spirit, tactful in making personal approaches and a student of best materials and methods.

Director's Duties. So significant is this work that the director chosen thus to serve the Bible school probably should be relieved from all other definite service so that she can be most efficient in the discharge of her important duties, among them being the following: To accept as her very own the reasons given above for reaching these

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smallest children which the Bible school enrolls in its membership. To master the machinery, organizational and administrative, necessary to make the work a real success. To secure for herself, her helpers and her mothers, all the books, pamphlets and journals needed, that all connected with the enterprise may be thoroughly furnished with the best available inspirational and method literature. To keep on hand full supplies of technical materials such as cards for records, invitations, enrollment, birthdays, congratulations, seasonal greetings, etc.; books and report blanks, form letters and folders, leaflets, offering envelopes, certificates, object lessons, pictures, stories and "program" materials for the use of mothers and for all who may assist if the three-year-olds are brought together in a class. To hold regular conferences and good-time meetings with all helpers in the work, to discuss the most recent methods. To bring together all her mothers in informal, friendly meetings in the church parlors as frequently as seems desirable, that they may cultivate each other's friendship, share each other's experiences, and be brought into closer fellowship with the church and its school; these meetings often take the form of parties with short, cheery programs. To secure for herself and her associates training in the courses of study provided for such workers, and if possible to win for herself certificates of progress, and to encourage her helpers to do the same; correspondence study, if local training schools are not available, will sup-

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ply at least part of such valuable direction. Whenever she can do so, she should attend conventions, institutes or summer assemblies for courses, fellowships and mutual exchange of plans with those who have similar Bible-school tasks. To keep other departments of the Bible school informed of any facts learned in the routine of her own work that will add to the general welfare of the school as a whole, and especially to give the pastor such information from time to time as will help to tie up non-Christian homes with the church. To set aside some definite time, probably a full evening each week, when she can face her duties, plan her work and deepen her own devotional experiences, for, after all, she is the servant of the Bible school and should keep in closest fellowship with Jesus Christ whose love for, and ministry with, "these little ones" is her constant inspiration and joy.

Reaching the Mothers of Small Children

Mothers whose babies are connected with the Bible school as indicated above will be served through that type of extension work. Other mothers, whose children are also yet small enough to prevent them from regular class attendance at the school on Sunday, can be reached through home-study courses and a mothers' club, meeting occasionally at the church. Often mothers who most need help have no time for study. Friendly visits must suffice.

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Reaching the House-bound

A competent helper to the general director of Bible-school extension can be kept profitably employed serving: The aged ones wending their way down the western sunset slope of life, too infirm to travel to and from the Bible school. Invalids of any age who may be house-bound. Cripples who find they can not be at the church for regular Bible-school instruction. Servants in some homes who, at the Bible-school hour, can not get away from the house to be in classes at the church. Literature suited to the ages of these who are thus served should be made available for all who may be enrolled. The usual Home Department supplies will probably meet the needs of most of these. If children or young people are in these groups, the regular Bible-school literature for them will be used. Write to the publishers of this book for full information.

Reaching the Institution-bound

In the larger cities or some small ones there are those living in private or public institutions that some Bible school should enlist in religious instruction. The following kinds of institutions known to the writer, are being served: Old folks homes, or homes for the aged. Reform schools, or industrial homes for boys and girls. Orphanages or children's homes where they can not go to Bible schools, or are not provided for other-

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wise. Soldiers' and sailors' homes. Other specialized private, county or state institutions which are open to such approaches. Bible-school literature used in the regular school on Sundays, which is suited to the age group served, will be used. If the size of the task warrants, a special director should be in charge, serving under the general director of Bible-school extension.

Reaching the Vocation-bound

More and more in our American life the public demands Sunday service of many of its servants. For years some of these have been reached by some Bible schools. Many of them would welcome Christian fellowship through extension courses which could be pursued privately outside of working hours. Among the following in almost any community are some that can be reached: Railroad employees, agents, trainmen, engine men and shop men. Street-car and bus motormen and conductors. Telephone girls, telegraph and radio operators. Dairymen, tradesmen and other delivery men occupationally bound on Sundays. Garage and taxi employees. Hotel and restaurant keepers and helpers. Many physicians, nurses and hospital attendants. Pharmacists and drug-store clerks. News-stand vendors and others on whose shops or service the public makes demands on Sundays.

As our complex social life now runs, there are unreasonable claims made on the Sunday time of many fine people, young and old, who are Chris-

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tians, and for the sake of self and family support must labor on the day of rest. They don't want censure. They welcome the church's interest, sympathy and good will. Surely this line of Bible-school extension has a big appeal and should be fully provided for, and will be, where Bible-school superintendents really care.

Reaching the Language-bound

Thousands of new Americans, strangers in a strange land, every year are open to friendly interest on the part of Christian churches and their schools. Small evening or Sunday-afternoon classes are being held in many places for groups of these new friends who are language-bound. Right in my own community, a small residential city, several Mexicans, and the few Portuguese, Japanese and Chinese are being reached by faithful Bible-school workers—foreign missions brought to our very doors.

Reaching the Place-bound

Mission Bible schools by the score throughout the country in certain districts of large cities bear testimony to the helping hand extended by busy Bible-school folks anxious to reach the reachable in the very places where they live—places not yet served by permanent Protestant churches. Not only is this true in cities, but in remote rural sections, mining communities, homestead areas, and else-

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where, the extension ministry of the Bible school should be felt every Sunday.

Colleges are projecting themselves into far-away mission lands; e. g., of long standing, Yale-in-China. The university (students and faculty) where the writer teaches, has its Redlands-in-Burma project, furnishing a professor for Judson College. Why should not some of our strong Bible schools have the great privilege of fully or partially financing the Bible schools of some mission stations in Japan, India or on some other mission field?

Reach the Reachable

Every strong Bible school, large or small, can push out into the community and serve the unreached. To the uttermost of its strength, for the uttermost of its constituency, is a challenge slogan. Reach all and retain all who are reached for Christ and His kingdom. My friend, Mr. Bible-school Superintendent, what do you think of it? Are you missionary-minded enough to begin at once plans for reaching the reachable in your city or district by Bible-school extension? If you are, may success in fullest measure be yours. When the joy and the success of such efforts are yours, you will doubtless be grateful for this friendly talk we have had concerning one of the big challenges that comes to you as a Bible-school superintendent.

VI

PROVIDE FOR PUPIL PLACEMENT

My friend, Mr. Superintendent, as we begin this talk together I wonder if you are not saying, "Pupil placement? Why, the pupils in our school place themselves." How few Bible-school superintendents give any attention to pupil placement! If a pupil, young or old, is worth getting, he is worth placing in the proper class. In many schools a new pupil, if a child, simply drifts into some class along with other children, and is often a misfit. Children vary so in size or public school placement regardless of age that any number of children get into wrong Bible-school classes. Young people and adults who naturally place themselves could and should be directed to proper groups. In most cases such kindly direction would be welcome to strangers, who for the first time are finding their new fellowships in the Bible school. The Bible-school problem of adequate Christian education for all ages is dependent on pupils being wisely, happily located where teaching materials best suited to their needs can be used.

We will consider in order, why pupils should be properly placed, what determines the placing, and who should do it.

Provide for Pupil Placement

Why Important

The following and perhaps other considerations indicate reasons for placing pupils most advantageously: The contentment of the pupil: A Bible-school pupil happily located is more responsive to Christian-nurture programs than one who is constantly being irritated by irregular conditions. Progress of the pupil: The advancement of a pupil often is retarded by misplacement. The use of best curriculum materials and methods for a given age is dependent largely upon the similarity of experience and attainments of the group for which these educational procedures are planned. Normal progress can be expected only when programs, pupils and teachers fit. Fairness to other pupils: For a stranger, new in the Bible school to be placed below the corresponding public-school grade generally is unfair to the pupil himself, or to be advanced beyond his previous public-school or Bible-school standing is manifestly unfair to other pupils. Such a misfit means friction. Fairness to parents: Very often parents give little or no concern to the Bible-school grades in which their children are. The parents who care, however, feel strongly if a mistake is made either in the public school or Bible school. And rightly so. The writer recalls that a certain junior missed one of the best courses in the graded series because a stupid department principal misplaced the pupil. Satisfaction of the teacher: Not so long ago we saw a Bible-school class in which pupil

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ages ranged from seven to fourteen, and in a school where classes were provided for practically every age through the children's departments and also through the Intermediates. In this particular instance the teacher was imposed upon. She had a most unsatisfactory time trying to teach acceptably. As a matter of fact, she was failing and she knew it. Efficiency of the school: One of the essentials in an efficient school is for pupils to be placed in the educational groups where best teaching can be done, and that classes themselves be located where the particular type of a class can meet under conditions making possible best pupil-teacher sharing. Out of sight and sound, in separate rooms, if possible, with solid, sound-proof walls and a door which closes and remains closed during the teaching period—this approaches the ideal.

What Determines the Placing

Evidently there are some things which should not determine the grade or class where a pupil is to be placed: the calendar age, the size or physiological age, the pupil's own wish (if in the children's departments), the wish of other children, parental wishes, largeness or smallness of the class, the whim or prejudices of any teacher or departmental principal.

What, then, does determine the placing? For children, the public-school grade is the best basis for decision as to where the new Bible-school pupil

Provide for Pupil Placement

belongs. It is about the only arbitrary standard that can be set which will give least ground for complaint. It is apt to satisfy both parents and pupils and is on the whole the one which most teachers accept. It is certainly far better than the age or size test. Having said this, let it be fully understood that there may be exceptions even to this as an absolute rule. Common sense is always good educational sense.

For junior high-school pupils, Intermediates, there must be more freedom within the three years of the department itself. For in early adolescence the social ties of chummery and the wider ranges of ages within the whole group make it highly desirable to give consideration to the age, also the public-school classification, and in some instances to friendship ties. These are the years, as is well known, when the exit sign from Bible school hangs highest. Placement plans for this group must be flexible enough to hold pupils if at all possible. Better to have pupils in the Bible school in the department somewhere than to arbitrarily insist on the exact location in a specific class.

For the senior high school, Senior Department, again, the groupings which seem most easily to make are according to the last three years of the public high school. But here again congeniality must be taken into consideration, and good common sense used.

For older young people and adults the personal preferences of pupils usually decide the class

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or group where assignment should be made and with the understanding that shifts are permissible if another class is found where happier, more profitable fellowships are possible.

Who Does the Placing

Some Bible-school official regularly elected or appointed by the Bible-school superintendent, and fully qualified, should be given this important position. Such an officer might well be an associate to the Bible-school director of records.

Official name. Such an officer is known by different titles: Superintendent of grading, superintendent of enrollment, classification or enrollment secretary, director of pupil placement, registrar. Visiting a large, well-organized Bible school recently I saw on an office door a plate which read, Registrar. Sounds quite collegiate, doesn't it? More important than the name is the work itself.

Qualifications. The fact that a capable person is needed is far more important than the official title given. Bible schools looking for a person to fill the position should have in mind some of these desirable things: Pleasing personality—affable, approachable, tactful. Must know the details of organization and administration in a good graded Bible school. Should know also public-school organization. Should know personally all Bible-school officers, especially departmental principals, and if the school is not too large also know the

Provide for Pupil Placement

teachers. Should know the courses used in every class in the school. Intimate knowledge of the size and congeniality of all adult and young people's groups.

Duties. Already duties are seen in the above statement of qualifications. Such an officer should give friendly greetings to each new pupil; make full record of enrollment on classification cards specially prepared for the purpose, keeping the original for files, giving the duplicate as an introduction card for the pupil to hand to the principal of the department where he is assigned; if possible, the pupil should be personally introduced to the principal; where it can be done, friendly inquiry should be made; when the pupil withdraws or is promoted such a fact should be known and record made on the original card, and the same turned over to the director of records.

In the well-ordered Bible school, if a new pupil gets into a class or department without a registration (enrollment) card, it should be the duty of the teacher or principal to take such pupil to the enrolling officer for introduction and proper placement.

To the school slogan suggested in a previous counsel, "Once a member always a member," why not add, "and always properly placed"? The best superintendent makes sure through the placement officer whom he appoints, that all pupils are happily located in the school. A contented pupil usually means a continuing pupil. I hope my friend, the superintendent, agrees with me.

VII

APPOINT DIRECTORS OF READING

Every Bible-school superintendent should discontinue the office of librarian, if the school has such an officer, and appoint, instead, a director of reading, somebody who will be more than a custodian of a few goody-goody books that seldom are read by any children, never by any red-blooded, virile-minded boys and girls, and never by officers, teachers or other workers.

Rightly understood, there is probably no officer in the whole church who has a finer opportunity than the Bible-school director of reading. How often it is true that young people, and adults, too, read inferior books because no one suggests the better kind. To direct the reading of children and young people, what a privilege!

The Bible-school director of reading will function largely in his (her) service to children and young people, and mainly in the field of religious books. In such a capacity the position demands a mature man or woman who is a genuine Christian of broad, general education and wide observation. A person with such character and training, plus experience as a public school teacher in the grades or high school, would be ideal.

Appoint Directors of Reading

Qualifications for a Director of Reading

Five things are essential in the qualifications of a Bible-school director of reading. First, he should know human nature and the literary needs of boys and girls and young people as they come through the different stages of growth and development. Second, he should know best books, especially the best religious books that are suited to the understanding and interests of those whose reading he seeks to direct. Third, he should believe in good books as potent factors in character making, that the printed page is so human that it becomes a personal and powerful messenger which vitally affects the ideals of readers, determining their decisions in life-conduct situations. Fourth, such a director should be tactful and resourceful in suggestions and genial and gracious in approaches, so that the service to be rendered will be welcomed; indeed, sought after by those who want to read the best. Fifth, he should be a specialist in religious books, being thoroughly acquainted with oldtimers and also the new-timers, the constructive, virile kind.

Assistance Needed

If the Bible school served by the director of reading is a large one, he will need assistants. Three may be appointed who will carry responsibility as follows: For children's books, for young people's books, and for books for adults. Or the

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director's helpers may function as to kinds of religious books; viz., books for Bible-school workers, books on parent problems, books on missions and missionary education. Either division of labor means specialists who, themselves under expert guidance, will render most acceptable service. Where a smaller church or group is served, the one director of reading, of necessity, may be compelled to handle the whole situation, perhaps majoring from time to time on certain phases of his responsibility; e. g., he could well give himself continuously for a period of several months to religious books for children.

If any of the personal qualifications above referred to are missing, it is the first duty of a director to standardize himself; i. e., bring his personal assets to the highest level. Then, religiously having set his own personality house in order, he should move into his professional workshop and face there his many duties and privileges as a Bible-school director of reading, surely a high and holy calling, a calling with a big, man-sized challenge to it. Fully comprehended, the work of a high-grade, conscientious director of reading may grow into a recognized profession. Next to the minister of a church, who can exert more influence than such a director, especially in the lives of children and young people? With the dominance of sheer intelligence, plus a genial common sense, a winsome spirit will make such a director a Bible-school leader of preeminent usefulness in advancing the kingdom of God.

Appoint Directors of Reading

Duties and Privileges

The following suggestions are mere signposts pointing the way to efficiency. Manifestly, some of the many duties and privileges are:

The director should know first hand, as far as possible, the best religious books, such as the devotional classics, the generally accepted inspirational books of the generations, and the other religious books known to have permanent value.

The director should know lists of religious books, and where to get these lists; he should keep in touch with the publishers of this book, who will be glad to co-operate and, in most instances, place accredited, aggressive directors on their office records for the reception of regular lists.

Prepared by such knowledge, the director should visit local bookstores and news stands for friendly contacts, local information, sympathetic suggestions and mutual helpfulness. Except in very unusual situations, the director and the book dealer will be able to stand together in making known the best books, which in itself is a great community enterprise; if the director, after patient, tactful, kindly inquiry learns that any local dealer peddles poison in page-doses, then the director should arouse sufficient public opinion to put personal and pecuniary pressure on such a dealer as an undesirable citizen.

The Bible-school director of reading will get well acquainted with the public librarian, and assist in every possible way, not only in a wider

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use of the general religious books already in the library, but also learn the nature of general books which children and young people, in particular, love to read; working hand in hand, these "twins" in the best-book crusade can win triumphs of immeasurable importance.

The director should prepare and post lists, annotated, if possible, of best books for children, young people and adults, placing these on accessible bulletin boards.

Directors should be ready to assist parents in selecting best books for Christmas and birthday presents for their children and their friends; there are many parents who really care and are vitally concerned in the best reading for their children; the right kind of director could be an emergency-crew-at-the-oars awaiting the "siren" call of parents.

The director should co-operate with pastors and Bible-school superintendents in calling attention publicly to new religious books; the efficient director occasionally will be invited by the pastor to give a minute message on best recent books, very often the Bible-school superintendent will request brief public statements regarding books or lists; about twice every year the director should be given major time at the monthly Bible-school workers' conference to mention helpful books and articles in periodicals.

The director will count it a privilege to confer with public-school and Bible-school parent-teacher associations.

Appoint Directors of Reading

Women's missionary organizations in the church will appreciate the wise direction of a good book guide; the director should welcome requests to be of assistance in reading contests; men's brotherhoods eager to serve can be helped to seek the service-books for reading or study.

The director will have no difficulty in securing money to purchase books for small sunshine libraries for shut-ins, and then keep these sets of books circulating, as good-will messengers of the church to those unfortunately confined at home, such as invalids or those convalescing in hospitals.

The Bible-school director of reading should cultivate fellowships with others in similar positions in the community for conference, encouragement and practical profit in making the work a real profession.

These opportunities, briefly mentioned, are only a few doors through which a wide-awake director will go into ever increasingly useful fields of this unselfish Christian ministry.

One of the immediately responsive and needy fields for the director is the creation in his church or community of a working library of books on Christian education for the many officers and teachers of the Bible school with its Sunday, weekday and vacation sessions, also for members of the adult and young people's classes. Lists of books suitable for such a Bible-school workers' library will be supplied promptly by the publishers of this book.

VIII

SAY IT WITH STATISTICS

I wonder how many of us as Bible-school superintendents ever felt that statistical records could talk.

The best Bible-school secretary that I know is a real keeper of records. Of him it has been said—his records are like victrola records, they talk. They talk absentee boys and girls into regular attendants, and into church membership, and then into joyous, continuously useful Christians. His records carry welcome messages to pastor, parents, superintendent and teachers, helping them all to be more faithful stewards of the sacred privilege into which the church has called them. The best superintendent will be “all eyes and ears” until he finds such a helper.

Importance of Statistics

The Bible-school superintendent who constructively plans for his school knows that the secretarial administration of a Bible school, rightly conceived, is of great educational and spiritual significance. We like the expression, director of records, as the name of this important officer. In

Say It With Statistics

a large school he will need assistants carrying specific responsibility for such matters as enrollment, attendance, absentees, pupil classification, birthdays, supplies, promotion, historical records, etc. Such a school will grant the director the right to choose his own helpers. Cards and loose-leaf books are best because of their elasticity and availability in duplicates. All statistical records, reviews and reports should be made in duplicate to be of largest service to those whose church ministry would be made more valuable by their use.

The maker of Bible-school statistics should be a man or woman accustomed to clerical work, or at least one with a methodical mind, who is known to be accurate, honest and expeditious. He should be not only painstaking with his facts and figures, but pains-preventing, patiently, tactfully, courteously serving the best interests of all. Both diplomacy and determination are marks of his successful service. Quietly, humbly, but persistently, let him say it with statistics.

Say the Necessary Things

The record cards which the director supplies to each teacher should be as large as four by six inches, or even five by seven, with blank spaces for easy entry of: name, address (home, business), phone, birth (date, place), public-school grade, Christian, church membership, parents (name, church connection, business, etc.), date of enrollment, classification (department, grade, class),

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dates of promotion or transfer, date of leaving school, reason for leaving, etc., etc. These seem to be the necessary things. The director will also furnish a supply of class-record cards for each teacher. These can be simple or elaborate. Absentee, birth-day, removal, visiting, vacation and other cards may be used. The wise Bible-school superintendent keeps in finest fellowship with his director of records.

Say the True Things

Every honest-minded Bible-school superintendent does not want his school to seem to be what it is not. Inflated enrollment is no honor. Some figures lie; others lie dormant. Neither has any place in Bible-school records. Strange how some people who are honest with folks are not honest with figures. Like Sambo, when it comes to cold facts and figures, their feet don't track; their imaginations are too vivid. Say it with statistics, but tell the truth, the whole truth, and nothing but the truth.

Say the Things Worth Hearing

Worth hearing by the pastor and the whole church to arouse interest in the school and every person in it. Worth hearing by the school as a whole, by every officer and teacher. Worth hearing by the parents whose co-operation is desired. Worth hearing by the pupils themselves. Worth

Say It With Statistics

hearing by any group whose use of the statistics may advance the cause of Christ.

Say the Things Worth Keeping

Worth keeping by any of those who hear them. The test is not an elaborate system of statistics, with expensive files and fixtures, but do the statistics help pastor, superintendent, officers, teachers to do better work? Has the record-keeping increased regular active attendance? Do the statistics say year by year, We have not only a bigger but a better school? Do the statistical reports help the entire Bible-school leadership to reach, teach and serve more? Not merely was the pupil recruited, but was he retained? To have is one thing, to hold and keep, quite another. Not only did the pupil give money to the school, but did he give his life to the Master? Not only was the pupil a member of the school, but did he become a member of the church, intelligent and aggressive?

Not only did the pupil learn the truth, but is it known whether he lived it in his everyday experiences, especially in the character crises? Not only that Jack and Janet were present on a given Sunday, but did they participate in their classroom periods? Or were they present in body and absent in mind? Did the school gain in numbers? Did the pupils gain in knowledge and ability to live the Christian way at home, at school, in business and in the community? Not merely how

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many new books were added to the workers' library, but how many were read and used to increase efficiency? Not that there are fifty or a hundred teachers, but how many are taking training courses in order to become happier, more useful teachers?

Yes, say it with statistics—the helpful, vital things; the character making, the Christ honoring things.

IX

KEEP THE SCHOOL ON THE COMMUNITY MAP

Bible-school superintendent, if your school has anything worth advertising, why not let it be known? A business man who sits smugly with one-tenth or one-half the business he could have, has no one to blame but himself for partial or complete failure.

Many a Bible school is doing "business" with "one clerk and a cash register," and with the clerk half asleep most of the time. Such schools ought to wake up and go after customers.

In all America today there are millions near the doors of our churches waiting. They may not think so, but they are. Somebody else is waiting, the Somebody who cares more than the most faithful, zealous Christian can care, and He is waiting, patiently waiting.

Where cross the crowded ways of life,
Where sound the cries of race and clan,
Above the noise of selfish strife,
We hear Thy voice, O Son of man.

Our slowness of heart and head must thoroughly disappoint Him who is counting on us to

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reach, teach, save and serve the multitudes which belong to the great "other sheep I have which are not of this fold."

If as Bible-school workers we have goods worth selling, goods of any intrinsic value whatever, then we are sluggards if we do not advertise our wares. No material purchase can begin to compare with the spiritual values which the church and its school can offer, and should offer, to its community.

Bible-school superintendent, how well is your Bible school known in your community? Does your church carry, in a conspicuous place, a bulletin or service board? Does it use the daily press? If not, why not? The Lord's business demands as much common sense as commercial enterprises.

If a manufacturer or merchant has a product of genuine value worth one hundred cents on the dollar he can afford to advertise. He is foolish if he does not, for he robs himself and others.

Publicity Director Needed

Every Bible school should have a publicity director, probably appointed by the Bible-school superintendent. He should be selected with great care. To blunder in the personnel of this office is to make a most serious mistake. Such a director should be a thoroughgoing Christian, whose character ballasts his service. An enthusiastic believer in the school of the church, knowing from

Keep the School on the Community Map

experience its policy, program and personal leadership. One who is keen enough to see a lot, and cautious enough to say little. One who is heavily stocked with a supply of *common sense*. One who can lift out of a mass of material the chief things of real publicity value. One who will be fair-minded with all facts and all folks. One who puts unselfish service above his own popularity. One who gets out of his yesterday's experience a great today and a greater tomorrow for the big business of Christian education.

Duties of a Publicity Director

Some of the publicity privileges of a director who systematically, conscientiously serves his school would be among the following: Use letters as personal as they can be made—typed, duplicated, any kind just so they are short, spicy, meaty and compel the reader's attention. Supply the weekly church calendar or bulletin with brief, breezy sentences, original or quoted from eminent authorities on the value of Christian education in our American civilization. See that adequate, attractive bulletin boards are erected and kept ablaze, if possible, day and night with pointed, pithy paragraphs or sentences which command the eye and compel attention. He will have publicity posters made, also placards and press notices for use in the community. He will cultivate the good will of decent neighboring movies and get an occasional crisp statement on the screen. He

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will use buttons, coat-lapel hangers, door-knob tags, auto posters, where such are permissible, banners, pennants, newspaper and street-car ad space, billboards, circulars and cards, and other legitimate means to give all the people of the town, city or district an eyeful of the very best in Bible-school wares. He may arrange for a community pageant, presenting most attractively a history of Christian education from early times to the present, or otherwise offer pictorially the work of the Bible school. If he is popular in the best sense and clever on his feet, a five-minute talk at a service club, such as Rotary or Kiwanis, will be an unusual opportunity to sell Christian education during National Christian Education Week. Parents may be enlisted and their loyalties secured through the parent-teacher associations. The public school may even in a limited way give him a brief moment of opportunity to make known the significance of Christian education as the crown of all character education. In my book, "Church School Leadership"¹ is found the following which is used by permission.

A Publicity Director's Decalogue

Thou shalt hold thy pastor and superintendent as thine own best counselors, having no other "graven images" before thee.

¹*Church School Leadership*, by W. Edward Raffety. Published by Fleming H. Revell Company.

Keep the School on the Community Map

Thou shalt cultivate the friendships of reporters and city editors, courteously welcoming their suggestions, even if thine own righteousness seemeth to exceed theirs, for it is through the window space they open to thee that thou canst air thy news.

Thou shalt not be out of date with thine items, for radios will bring thee down to thy publicity grave before the morning dawneth.

Thou shalt offer sizeable facts, not tweedledee and tweedledum that circulate in kitchens and corner stores; for the sayings of great men on the Bible, Bible school and Christian education will get wide-armed welcome in thine own town paper, being read and remembered.

Thou shalt not bear false witness against thy neighbor, be he friend or foe, for truth-lovers yet dwell in the land of the living.

Thou shalt wear the cloak of humility when thou goest to the housetop with news concerning thine own Bible school, its achievements, its folks and facts.

Thou shalt not covet high-sounding words, nor paragraphs that "say it with flowers"; for simplicity, clarity and brevity are the marks that delight the editor's soul.

Thou shalt not stoop to undignified language, nor dip thy pen in the bitterness of sarcasm or slander.

Thou shalt not write illegibly, for typewriters abound, and copy appeareth better when double-spaced, and on one side only.

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Thou shalt to thine own self be true, holding honor high, with fairness to all persons and papers, and favors to none, and verily thou shalt have thy reward—a clear conscience when thou liest down at night, or at the end of life's long road.

X

CONSERVE THOSE SUMMER MONTHS

Many conscientious Bible-school superintendents dread those summer months. I wonder, my friend, if you are one.

Climate, constituency, community conditions and several other things are responsible for a changed summer situation in many schools. To try to drive right on with the methods followed during the other months of the year often brings hazardous results. In some schools we have known of a combination of absentee pupils, irregular teachers and officers, drowsy-like sessions that absolutely broke down the school's morale. Better have no school than lower all standards and make it hard ever again to reach efficiency levels.

It has been my great privilege to "grow up" in the rural Middle West, and then to live on both coasts, to have connections with rural, urban and suburban Bible schools ranging in size from about forty pupils to schools beyond two thousand in attendance. I have observed schools and served Bible-school workers in conferences in every one of the forty-eight states, and in some of the Canadian provinces, and in many of the communions. It seems to me that the summer problem

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is a serious one in practically every section of the continent. In the coldest climates Bible-school workers shake with the shivvers in winter and with the "flivvers" in summer. Seasonal conditions, bad roads and murky skies, or good roads and clear skies seem to opiate the consciences of many. The automobile is the most important single factor we all face in connection with our summer Bible-school problems, even as the radio increasingly is responsible for irregular attendance in severe winter weather. Old Man Slump is a sly old chump who has even commandeered the newer scientific blessings to help him cripple the continuous and consistent work of Bible schools. We must outwit him by wide-awake methods the whole year through. The best way to build up and keep up the strength of your school, especially during those summer months, is to bankrupt Old Man Slump. Put him out of business. It can be done. Will to do it! In the hope of helping Bible-school superintendents may we have a practical talk together.

General Summer Suggestions

No one person, nor several, can answer all the local problems affecting the summer conditions in any one school. In the following suggestions doubtless some will have no bearing on your specific situation. They are offered, however, in variety so as to be of a larger range of concrete helpfulness.

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Enriched Sunday Sessions. For many schools this is possible and highly desirable for the summer months. Where the teaching and administrative personnel approaches normal efficiency, the pupil constituency can be kept intact by enriching the Sunday programs of worship, through special music, instruction by newer, more attractive methods, giving more of the recreational flavor to classroom procedures. Some schools even set aside their regular courses and live in the open with the Master in God's great out of doors. Certain Old Testament and New Testament scenes lend themselves to summer emphasis. The expression "evergreen," formerly applied as an honor award to rural schools who kept open every Sunday in the year, might well be used for any school anywhere, which not only keeps open, but enriches its sessions.

Varied Sunday Sessions. Ingenious planners can put variety into the summer Sundays and thereby hold pupils. One school in a very warm climate meets by departments during July and August at 8 a. m., each Sunday for a one-hour session. Another meets not even by departments, but by divisions; i. e., for the summer all children are together, all young people, all adults. There is a different teacher or leader for each group each Sunday, with a story-telling period for the children, a live problem-discussion period for young people, and for the adults a friendly talk with a different speaker for each Sunday. One superintendent arranged a summer month sched-

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ule, with all classes as usual one Sunday, but an exchange of teachers, next Sunday both instruction and worship by departments, the next by divisions as above, and the last Sunday the whole school together in the church auditorium with a biblical drama as a program. My friend, Mr. Bible-school Superintendent, why not study to do it differently during the summer months? Dare to be different, sensibly so; we often think it, and often say it.

Combined Church and School Sessions. Quite often done. This is a carry-over from the once popular combined service idea. This usually starts with instruction by classes, the full church and school assemble for a worship program, closing with the customary sermon. We do not commend this as a year-round plan, but for the Sundays in summer it often works well.

Special Week-day Sessions. We do not refer to the well-known week-day church school, which is destined to become the church's local major educational agency for children and high school groups, but simply to an overflow of the Sunday session into which, for one hour, it may be in the twilight time, on one evening, all classes meet for study of the freer, recreational type. Short special courses are recommended. Why not for one or two months in the summer make a special study of one book in the Bible?

Home-study Sessions. There are suburban and other kinds of schools whose teachers and pupils in such large numbers are away during July and

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August that they are forced to have home-study sessions or give up entirely. Family groups provided with courses to carry on while vacationing out of the city at their summer homes in the mountains, at beaches, lakesides or elsewhere. Records of attendance, offerings, study, etc., are kept and reported at the end of the summer.

Local Summer Training Courses. Sometimes a group of mature high school pupils, prospective Bible-school teachers, pursue for one evening a week for five or ten weeks a leadership training course. Being free during the summer from the study of the regular public school year, under tactful guidance, the summer sessions of the class which otherwise meets on Sunday can be profitable and pleasant.

Vacation Correspondence Study. There are courses now available, either of the Bible content type or some other interesting subject matter. College students, public school teachers and other student-minded individuals, pursue independently during their vacations, some valuable courses. Why not plan now to take some valuable course during the mornings of the contemplated two weeks' summer outing, and thus as a Bible-school teacher or officer strengthen your ability to render more faithful service? Independent study under good guidance is most profitable.

Visitation for Observation. For many who are away from their schools, traveling across country, auto-camping or at permanent summer places, why not find out about the best Bible school near

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you and visit it for observation and study of classes corresponding to your own? Some departmental principals combine classes on certain Sundays, summer and winter, and send their teachers to observe unusually skillful teachers in schools of their own and other communions.

In addition to the above are four major summer privileges; viz., vacation Bible school, often called daily vacation Bible or church school, the summer picnic, summer assemblies or conferences, and summer story-tellers' clubs. May I tell you about these important summer opportunities?

The Vacation Bible School

Bible-school superintendent, the best educational use of those summer months for any church, rural or urban, is to plan for and put on a daily vacation Bible school. The publishers of this book will gladly furnish all needed information.

Several thousands of churches and communities operated vacation schools last summer—some for the first time, others as a part of their regular summer plans. A few informed workers, willing to enter into the joy of service, can set up and successfully conduct such a school for two, three, four or more weeks during July and August. The planners often operate a good school on very little cash outlay. The expense need not be great.

We suggest here several reasons for planning to have a daily vacation Bible school. Let each interested reader square up against these "ways"

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and be convinced, using these reasons to nucleate about himself a group of prospective helpers. Then let him organize and get busy. These reasons are worth considering: To save the children of the dirty city streets from an idle or worse-than-idle summer. The death and disease toll of some sections runs highest during the hot, schoolless summer days. This condition gave birth to the very first daily vacation Bible school started more than thirty-five years ago. And there is yet in such surroundings the school's biggest challenge for largest usefulness:

To render valuable help to boys and girls in rural sections, schools of short duration, with modified programs, say for two weeks, have been put on in rural communities with marvelous results.

To occupy for Christian education purposes some of the leisure, out-of-school hours of children in high-grade small towns and residential sections of large cities, whose surroundings may be wholesome enough, but whose time should not be wholly or largely wasted during the summer. Some of the very best vacation Bible schools are held in such communities.

To make possible as much Bible study in a standard daily vacation Bible school (five weeks) as some Sunday Bible schools give a pupil in an entire year. Even a four weeks' school can give twenty to thirty hours of instruction in the Bible.

To gain by continuous, constructive Bible study the greater values, even if the total number of

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hours were less. We sometimes wonder at the good results that Sunday Bible schools get when the one-half hour of Bible study is not reinforced for an entire week. One of the chief virtues of the vacation school is that it is daily for five days a week. This intensive study becomes cumulative, educationally more effective, and therefore more resultful in finer character values.

Then, too, the Bible message daily learned becomes more vitally connected in the child's mind with his daily experiences and with his life conduct situations.

To reach boys and girls, whether in rural or urban centers, for the work of Christian education, who have not yet been enrolled in any Bible school. Sunday enrollments often are substantially augmented because of the special summer ministry to children.

To use to good advantage buildings that during the summer days are not otherwise occupied. After all, as Christian workers, we should face the stern fact sanely that millions invested in church and Bible-school plants don't get the turnover values that they should in the great business of the kingdom. Idle buildings used plus idle children served, will mean far more than idle returns. Isn't it about time that larger character dividends should be expected from most church property? The bigger, better programs of Christian education are pointing the way.

To give busy parents during the hot weather season of the year a little respite from what is

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sometimes a nerve-depleting experience of keeping their children profitably, happily occupied.

To enlist as teachers and leaders adults and mature young people who will be abundantly enriched in their own Christian experiences by the unselfish service in behalf of the community's children. There are strong, successful pastors of large churches today who got their first love of ministering to those in need when they themselves spent their summer vacations, during their college or seminary, in daily vacation Bible-school work.

To create in the community in general the impression that the church or Bible-school groups are really seriously concerned about the moral and spiritual welfare of the community's future citizens.

To give parents a better understanding of the place of religion of the saner sort in the lives of their growing children. Fun times are so often connected with irreligious experiences that to have jolly, wholesome recreation under church leadership is a revelation to many nonchurch families.

Any church that will conduct a daily vacation Bible school as one should be conducted, will win the respect and loyalty, not only of parents whose children are helped, but will grab up a big consignment of community good will that will set forward its general kingdom enterprises.

To lay upon the entire membership of the church or churches participating in the running

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of the daily vacation Bible school the moral obligation and opportunity of serving the coming generation while the greatest good to the greatest number can best be secured.

To afford religious teachers the chance to try out some of the newer and desirable educational procedures in an atmosphere where both pupils and teachers have greater freedom. The recreational approach, made possible in the best daily vacation Bible schools, has enabled many capable teachers to come into the joy of newer methods which they can use in the regular Bible-school work.

To train, indirectly it may be, some very efficient teachers for week-day schools of religion. It has been shown the country over that high grade daily vacation Bible schools have been the very best forerunners of strong week-day schools for Christian education. The publisher of this book will cheerfully send literature telling of courses and plans.

The Summer Picnic

Some are not, because it rains, and how often it does! Picnic planners, so I used to think as a boy, are real rainmakers. A cloud in the sky on the morning of the Bible-school picnic is about as welcome as the measles or the mumps to the average boy or girl.

Some are not, because ugly streaks of human nature drag petty strifes across the hours of the

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day. It is such people that put the old "nic" into picnic. Not often does this happen, but for a few concerned, the day is spoiled. And ugly scars remain to mar the otherwise fine fellowships. Hot weather is often hard on human nature, and even church folks get fussy, don't they? But let's smile on picnic day!

Some are not, because they are not organized. The haphazard huddling of pupils, young and old, in a park somewhere is not the best way to handle the Bible-school picnic. A hit-and-miss mob is not a picnic in the best sense.

In the hope of being practically helpful to Bible-school superintendents, some definite suggestions are made here concerning the efficient set-up and operation of an enjoyable and worth-while Bible-school picnic.

I wonder if we can talk over some practical, common-sense suggestions which may help us plan for a real successful picnic. There is no special sequence in the items mentioned, except in the first few.

Well in advance the planning should begin. A good, strong, representative committee should be appointed by the workers' council (all Bible-school officers and teachers).

The committee should meet and organize, deciding definitely upon all features of the picnic that need attention.

Responsibility for every phase of the work should be definitely fixed upon some member or members of the committee, and the committee as

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a whole, should agree upon the general plans connected with each feature.

At the next meeting of the committee, individual members should report on their several responsibilities and, as far as possible, plans in detail should be agreed upon and the machine set in motion to secure the best possible results.

Select the best place and time to make the picnic of greatest value to the greatest number. Many a picnic poorly placed is a failure before the day comes. Abundance of shade and open spaces and good water seem of first importance.

Accessibility is of prime consideration. Transportation to most schools is a vital problem, with traffic hazards increasing. Public-school busses are usually better than overcrowded trucks or cars.

In arranging the day's activities, plan attractive features for all ages from the youngest to the aged ones; these two extreme age limits need special attention. Unfortunately, they are often neglected. They should be wanted and well cared for. Children of school age and young people, as also most adults, will find much to do on their own initiative.

It is highly desirable that all athletic field events be in charge of an experienced leader, and that a wide variety of events be scheduled. The director or committee in charge of athletics and games should consult one or more of the books of games now available, and make sure that there is something planned for all ages.

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No prizes of any considerable money value should be offered to winners of contests of any kind. The question of awards should be wisely planned. Ribbons or inexpensive medals are best. The honor is enough, and the sheer joy of winning.

If the pupils provide baskets of food, these should be checked in carefully at the place of assembly before leaving for the picnic, and then kept intact for the meal. A far better food-provision plan is for the school, out of its funds, to arrange for feeding the entire school. This requires expert planning, but is more satisfactory, then all can eat at the same time by classes or departments. Unity in this eating fellowship is essential to a happy day with no one left out and all sharing equally.

The Bible-school flag—and every school should have a good, big one—should be taken to the picnic headquarters on the grounds.

A good band adds much to the whole day; if the school's own band or orchestra, all the better, but a small, financial outlay in this direction is money well spent. In some cases victrolas and radios make fine musical contributions. The music, in general, is a big part of the day's success.

Besides the scheduled field athletics some director or subcommittee should be made responsible for miscellaneous group games for all pupils.

Some Bible schools are planning annual outdoor pageants as part of the summer picnic. Books along these lines are now available. Simple, one-

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act dramas also can be put on by junior and senior high-school or young people's groups. Some outdoor scenes lend themselves to attractive presentation.

Those in charge of publicity will make use of attractive posters. Clever young people can be used to make these. Pennants, stickers for autos, if permitted, banners and buttons may be used.

It is a good idea to tag everybody on the day of the picnic with the Bible-school picnic tag, and in the school's colors. In addition, classes and special groups will wear their own colors.

The whole day's schedule must be agreed upon by the whole committee, and then there must be co-operation from beginning to end throughout the whole day, all of which should be publicly emphasized throughout the entire school on the Sunday before the picnic.

Summer Story-tellers' Club

A group of Bible-school teachers and parents meeting for a twilight hour on some member's lawn. Some essentials: A leader, a few text and reference books, assignments, papers for discussion, a blackboard, informal meetings.

An outline for a most profitable course can be found in a book of mine giving plans, textbooks and special assignments.¹

¹*The Smaller Sunday School Makes Good* (p. 221), by W. Edward Raffety, the Union Press, Philadelphia.

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Summer Conferences

Those summer months should never go by without one or more young people, prospective leaders, being sent to training camps, conferences or assemblies. More than seven hundred of these conferences are held in the United States and Canada every summer. Thousands of young people attend.

To the Bible-school superintendents who plan to send representatives, the following pointers will be helpful:

Get posted on best conferences, studying courses, cost, distance, etc. Boost the chosen conference, using publicity posters and literature. Send picked prospects. Share the expenses, if necessary; make it an honor to be chosen. Send them with purpose. If possible, visit them while at the conference or otherwise keep in touch. Welcome them home in a suitable recognition service. Set them to work while their enthusiasm is high. Don't expect too much but, nevertheless, believe in them. Perpetuate the conference spirit, perhaps organize a club looking forward to new recruits each summer.

Those summer months! Capture them for Christ and the great cause of Christian education.

XI

CONDUCT A RALLY DAY FOR A RALLY YEAR

Rally Day! but rally for what? Bible-school superintendent, does your Bible school plan for a rally day on the last Sunday in September or some other autumn Sunday? The day set is not so important as the set of the day. Will rally day give direction for a rally year? Rally day should not be a blind alley, an end in itself. It should rather be the lane that leads to the broad highway of high purpose for the whole school for the whole year. Many a rally day has been not only a failure but a fizzle. We once knew of such a day. The superintendent, single-handed and apparently single-headed, put on a program. Few workers knew anything about it. His exercises consisted of a few pupils from a few departments reciting a few verses from the Bible and singing a few songs. It was in no sense a rally day.

Taking the Slow Out of Slogan

We venture to make some practical rally day suggestions in the form of slogans, with the hope that the very title of our message will be such

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a compelling slogan that it will help Bible-school superintendents to secure co-operation as never before in taking slow out of all slogans.

Outstanding Objectives Which Challenge the Whole Church

Why rally, if only for a day? What right has any group of Bible-school officials to say, Go to, now, we will ring a bell loud and long and expect people of all ages and conditions to flock to the church building for a special program for one day?

Why not set up some great, worth-while objectives; goals which have in them challenging purpose, and big enough to grip the imagination and command the enthusiasm of the biggest and the best people, not only in the Bible-school membership, but the whole church? Line up the whole church! Simply a hip, hip, hurrah herding of folks into the building on one day will not do the business. What is the school headed for? Why does it exist? What does it expect to accomplish? Let all understand that it is a rally day for a rally year.

How would the following do for objectives? For the outstanding primary goals for the year, how would these do? To help every person in the school to face honestly, intelligently the life problems of his everyday experience in the light of biblical and related Christian truth. To lead every pupil to accept Jesus Christ as a personal Saviour and Friend. To help all young and grow-

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ing life to motivate all character and conduct in terms of the ideals of Jesus Christ. To direct the Christian life of every member of the school into channels of unselfish living and service, and so to lift up Jesus Christ as the Lord of life that all will intelligently, gladly choose to come under His beneficent scepter of authority, crowning Him Lord of all. These primary objectives peak themselves high above the clouds like yonder mountains, as I look out of my study window. It seems to me, fellow superintendent, these ought to challenge you and me to our utmost.

Lesser leads that have in them the upward urge of rally day for a rally year may be: *The attendance objective:* This is a worthy ambition for any school. However, it is of secondary significance as compared to the goals mentioned above. We bring pupils in, that we may lead them out—out of their sins, ignorance, indifference—into forgiveness, truth, ambition to be and to do for Jesus Christ. We should strive for a capacity membership, if such can be educationally served. This is legitimate and altogether laudable. *The organizational objective:* Why not set for a rally day and a rally year goal, Every department and every class thoroughly organized to get done its known duties, with every officer on his job and trained to make good? *The teaching objective:* The whole teaching staff committed to the use of the best materials and methods of sharing experiences, religiously motivated at all times. Why longer call them teachers if they teach not? When will

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we learn that talkers are not necessarily teachers? Many a class has been talked to death. Other classes are taught to live, as they are brought into vital relationships with the truth that sets men free and sets them to living the truth in their daily lives. *Building and equipment objective:* Rally day should mean a strenuous effort, efficiently led, to make the place where the Bible school meets an educational plant in the best Christian sense. *Dedicatory objective:* The whole church lined up for the whole task of religiously educating its whole constituency, young and old. The whole church at it, every member on duty, teaching or being taught, leading or being led. No shirkers, no draft-dodgers, no convalescent saints. On rally day a public dedication of all leaders in the church's great enterprise of Christian education.

Let all these foothill objectives lead on to the mountain peaks of functioning Bible and related Christian knowledge, evangelism, Christian character, Christian service and the Lordship of Jesus Christ. Don't get lost in the foothills which are secondary. Keep the peaks in view. It may mean a rally-year climb, but it's a climb sublime.

Of all these primary and secondary objectives, choose and use the ones most needed for your school. Select and make them known far and wide. Print them in church calendars. Spread them on attractive posters. Publish them in local papers. Make the objectives themselves the call to service.

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Officers and Teachers All At It and Always At It

Enlist every member of the school's staff of workers, not only for a rally day but for a rally year. The committee promoting rally day should rest not day nor night until every school officer is in the uniform of service and every teacher committed whole-heartedly to the great objectives which may be agreed upon. Besides the ones mentioned above, other goals may appeal to certain schools. Whatever ones are adopted, sell them to all officers and teachers. Better still, at a workers' conference let all officers and teachers unanimously work out the objectives, agreeing to work them into their very blood. No matter how large the school, every regular officer, general and departmental, and every teacher should be made responsible personally for some feature of the rally day for rally year program and promotion. Do your school executives and instructors really see the up-to-date Bible school with its varied interests, many problems and important, far-reaching programs?

Aggressive Achievement; Not Passive Performance

It is a homely expression, but it has pep in it—"Git up and git; don't sit up and sit." There are plenty of people who feel that they do their full church duty when they sit up and sit for one hour one day in seven. The real work of a real church requires active participants. The rally day

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for a rally year demands energy that is swift-moving and sure where every loyal worker aggressively achieves.

It is the "git up and git" spirit that puts the church and its school on the community map. Drones add to the hive but produce no honey. It's the busy bees that make honey famous. After all, your church is you. The other day we heard this remark: "I tell you, over there at that church they are hustlers." Sure! That's why that church so faithfully serves the needs of the neighborhood. That's why their Bible-school attendance so nearly approaches their Bible-school enrollment Sunday after Sunday. That's why the pastor, himself a Bible-school enthusiast, is receiving out of his school several church members every month. That's why the school itself has two missionaries of its own on the foreign field. That's why the school is the town talk with its ambition "Every member of the church a member of the school and every member of the school a member of the church, and all of them aggressive achievers."

To the Uttermost, Miss No One

Search the highways and byways of your district and find the strangers and nonattached, and winsomely compel them to be present at your church on rally day. Yes, compel is the good old scriptural word used by One who knew the meaning of words. It's the compulsion of tactful, loving appeal. The Bible school can do it, or better,

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the Bible schools in a united effort for the whole community should each September take a religious census.

We once lived in a little city of about 15,000 people where a dozen churches each year chose the same Sunday for rally day, and where the day itself was preluded each year with a systematic well-advertised house-to-house canvass, also jointly conducted. The co-operation on the part of the citizens is necessary. Uniform cards, uniform courtesies by a large group of visitors, all well trained in advance, will overcome objections to taking a religious census. In places where the census does not seem desirable, or even possible, nevertheless, the cordial invitation can be given. It is surprising how many people that do not go to a Bible school are approachable. Sometimes they are actually waiting to be asked. Win them tactfully, one by one.

Hold the Old, Gain the New

Once a member, always a member! We never get weary in repeating this challenge. Get the new, but do not forget the old. The Bible-school record system that makes the record worth commending is such that the school knows, week by week, the status of each member. Check up and follow up all present members. Call up new ones. If a census yields prospects, or if by any other device new ones are discovered and invited, keep right after them in a sincere, friendly way by

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postals, letters or phone until they enter the school fellowship as enrolled pupils. Then, if at all possible, never lose them.

Program the Day for the Year's Program

It is no small chore for the rally-day committee to plan a day's program prophetic of the year, and representative of all ages. The day should not be crowded with a lot of nonessentials in the program parts, but the youngest to the oldest should be vitally related; certainly all age groups should be represented in the services of the day. Especial attention should be given to music for the programs. Music of the martial kind that puts the rally spirit into the day, which can be churchly, dignified and yet lively, is a big factor in the day's success. All addresses should be short and snappy, pointing the way to the bigger and better school. Dramatizations, if any, should be thoroughly prepared and occupy brief periods. There inspirational stories may be used—short and stirring, and poems with a challenge in them. In the program-making seek original presentations. Get away from the commonplace, prosaic program that has marked and marred rally days for a generation. Do it differently. One day, never to be forgotten, presented on its programs pupils all the way from a little three-year-old boy whose "tiny talk" captivated the audience to the cap-sheaf benedictory sentences given by the eighty-six year old deacon, an active teacher who for

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more than eighty years had been a member of a Bible school.

Whether there be one great church and school combined rally-day service, or whether the programs be scattered throughout the day, all parts and all participants should keep clearly in mind the dominant slogan, "A rally day for a rally year, the best possible year."

A Persistent Purpose Pervading All

Unless somebody, or a group of somebodies, can put the power of a persistent and pervading purpose into the hearts of the school's working members, other members will not be stirred out of their lethargy. Of course, rally day in some churches may be worth the effort, if all officers and teachers get on the scratch for a good, steady autumn and winter's marathon. A rally day, however, is not merely to resuscitate dying officials, but to electrify the whole church and community with the cause of Christian education as a divine enterprise. Pep, with such educational purpose, becomes contagious and consistently persistent. Inspiration plus perspiration wins.

The Building with Its Equipment at Its Best

When company is expected, the housewife sees to it that the corners and the chinks as well as the wide open spaces about the house look their best. What folly and short-sightedness for a

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Bible school to invite strangers to be its guests who will find the building untidy and the equipment limping along on one leg and a crutch. In September as many days as possible before the last Sunday, which usually is rally day, why not prevail upon the trustees of the church, or other responsible group, to put in the best condition all the rooms used by the Bible school? Very little money wisely spent in redecorating rooms will mean much to both old and new pupils. What about tables, chairs, songbooks, blackboards, flags, maps, Bibles, musical instruments? In your school, why not have a pre-rally day fall house cleaning and checking up, so that all will be in readiness for the best school year in the history of the school?

A Clean Financial Slate for the New School Year

One school after another across the country makes it a rule to clean up all debts at the rally season of the year. Of course, the ideal is for the church to put its school in its annual budget. Hundreds of churches who really believe in Christian education are doing this very thing. Every year finds scores of churches joining the ranks of the wide-awake generous folks whose beneficence matches their educational vision. Bible-school superintendent, what about your church?

The school that still finances itself should never let a rally day find a penny of indebtedness on its books. Clean off the financial slate. This

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very fact in some schools would put new heart into the school for a rally year. If I am talking with some superintendent whose school is deeply in debt, let him give the matter earnest, prayerful consideration and then before rally day lead his school to a debt-free conscience. It's a great tonic. Try it!

Let All the People Know

The school should let its light shine from the basement to the dome. An electric sign, available in most places, should tell to every passer-by that the church is rallying its forces not alone for the school, but for the whole cause of Christ. That the right kind of publicity gets results needs no comment here. Use a large banner on the church building. Use special bulletin boards, readable day and night. Buy and use space in the daily or weekly newspapers. Then give news stories for the regular columns of the same papers, mentioning folks and facts of rally-day significance. Tag the door knobs, if this is permissible and desirable, with neat but complete information. Prepare and use auto stickers and pennants, where legal. Send regular mimeographed rally-day news sheets to all school and church members and others likely to be interested. If there is a clean, friendly movie in the vicinity use it for rally-day publicity. Hatbands and headbands, caps, armbands, all sorts of publicity devices should be commandeered. Ingenious committees use balloons, kites, bands, radios and "everything under

Conduct a Rally Day for a Rally Year

the sun" to get the rally-day message to the eyes and ears of the people.

Look Up and Pray Up for Divine Guidance

While we have been emphasizing devices and things let no one think for a minute that these alone will do the business. The committees in charge of rally day will lose no time that deliberately set aside a portion of every meeting for prayer. The workers need these seasons of looking up to the heavenly Father for wisdom. After all, the work, rightly understood, is His. He is the Leader. He is more concerned than we can possibly be. We are copartners with Him to get His will done in the world. The good leader first of all is a good follower of the great Leader.

Give Up Never Until Every Goal Is Reached

Keep those objectives emblazoned on the eye and heart of all workers. Continue the visitation, the personal invitation, the publicity propaganda, the planning, the expecting, the praying, the preparation of all kinds until the very last hour. On rally day itself all available automobiles should be at the service of the committee to make sure that every one who really desires to join in the school's fine fellowship may be present. Friend superintendent, success to you! Bend every ounce of your strength to make the occasion each autumn a rally day for a rally year.

XII

TAKE STOCK ANNUALLY

Do you believe with me that every Bible school, large or small, should make an annual inventory? I hope so. It is primarily the Bible-school superintendent's business to see that this is done. In the large school he will work through departmental principals.

It would be time well spent to check up on the teaching staff, the secretarial force, the general administrative group as to personnel, fitness and efficiency.

At this time, however, we are concerned chiefly with the material equipment.

Every year merchants and others take stock. After working hours or at some other time, a careful inventory is made of merchandise on hand. Shelves, counters, showcases, cabinets and storage spaces are searched and records made.

Why not take an equipment inventory of your Bible school? Many a Bible-school superintendent, like many a merchant, is surprised at the shortage in what seems to be important places in the business. The Bible-school equipment inventory doubtless will lead to a workers' conference to consider the purchase of new materials.

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To help check up on the equipment needed, even in a smaller school, the following questions will suggest a working capital; a sort of minimum for best educational service.

Is there a good musical instrument, or, in the larger school, a sufficient number? Music being an important part of the work, even in a small school, there should be, if possible, a good piano well cared for. In the larger schools where each department has its own assembly room for worship, a good piano kept in tune is almost indispensable. Each department principal should make sure that the proper care is given to the instrument that means so much to the joy and success of a worship service. An annual check-up is not too often. Good pianos in our homes are kept good by constant attention.

Are there acceptable songbooks? A generous supply of the best Bible-school hymnbooks kept in good condition and accessible means much, not only for the worship services, but for the general morale of the school. If a Bible-school superintendent finds that somebody has wished onto the school a lot of cheap, jazzy songbooks, let him make the annual inventory the occasion of their displacement by suitable books.

Is there a substantial cupboard or cabinet, with doors that fasten, in which to keep hymnbooks free from dirt and rough, careless handling? Since only the best hymnbooks should be bought, it is a wicked waste of money to let them be thrown around and ruined.

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Are there Bibles enough for all pupils, especially Juniors and above? Bible-school folks should be encouraged to secure for themselves Bibles which they bring to the sessions of the school. Because so many do not do so, the school should make sure that an ample supply of well-bound copies is available for use in all classes. Lesson helps are never intended to push aside the Book of books—the chief Text for study.

After thus emphasizing the importance of having plenty of Bibles for worship and class use, it is well to take stock of all lesson materials. Are the classes all supplied, teachers and pupils, with the very best teaching materials ready for use at the proper time and suited to the different age groups? The Bible-school superintendent, annually at least, should look into the question of teaching materials. He will, in the departmental school, check up this matter through the principals of the several departments. The public schools use the best. Why not be educationally wide-awake? Why not try to be fair to pupils in the Bible school.

Do the members of the school in general receive from Sunday to Sunday suitable illustrated papers? These are now available at low prices. Their use increases interest and attendance. We have known boys to walk miles through stormy weather in a rural section to get the boys' paper in order to read a continued story. Every school should be generous in supplying periodicals, especially for the teachers and officers, placing in

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their hands the best magazines of methods. The inventory will reveal gaps in supplies which need filling. On the other hand, the investigator will find very often that illustrated papers come and are not distributed in full measure, but left to litter up dark corners or be wasted entirely. It is a shame not to make good use of every piece of literature for which a school pays. Somebody, somewhere should get these unused papers. Somebody, therefore, should be responsible, and see that every paper finds a person.

Is there a flat-top desk, or table, for the use of the Bible-school superintendent, and others for his associates? In what condition are these? Are repairs needed?

Do the secretary or director of records and associates have desks and files where records can be kept for ready reference?

Is the school equipped with an adequate system of school and class records—books or cards? In the larger schools, or smaller ones which are well organized, there should be a card-index filing system for enrollment and attendance records. At the time of inventory let the Bible-school superintendent check up on the files used and the abilities of the director of records and his assistants. Records can mean a lot or next to nothing. Every school that conscientiously wants to do its best for all its pupils will have a satisfactory follow-up system. Remember the slogan, "Once a member, always a member," and the previous chapter, "Say It With Statistics."

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Does each class have a good, mounted blackboard? Where classes have separate rooms the blackboards should be permanent wall fixtures. Where classes meet in the open, a board, substantially mounted, is needed for best instruction. Even a small one held in the hand of a teacher while talking, has been known greatly to increase the teacher's power. Even the smallest, poorest school can have these. Slate-covered composition boards are better than none.

Are sets of biblical maps available? We know a small country Bible school when it was first organized that secured sets of good maps mounted on tripods for use in the classes. Even if a school must start with only one set, let it start, and grant the use of these maps in turn to different classes from Sunday to Sunday.

Does each class, beginning with the Primary Department, have a strong table about which pupils assemble for study? Where possible, these should be provided for most classes. Where small schools must meet in a room used for church worship, sometimes movable table-tops can be made which quickly transform backs of pews into workable tables. In certain exigencies lapboards are used with some ages. The ideal, of course, is a separate classroom with a large-enough table to be satisfactory. It would pay the Bible-school superintendent to make a personal visit to every classroom, even in the large school.

Are there good, substantial chairs for all where chairs can be used to advantage? In the interest

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of quiet and attentive class sessions chairs should be substantially built and rubber-tipped. In some instances it is wise to fasten two or three chairs together to prevent careless use. The student arm chair is best for all young people's classes. Even some of the best Junior Departments are now equipping classrooms with such arm chairs, and at a surprisingly low cost.

In the Nursery, Beginners and Primary Departments is there special equipment, such as suitable songbooks for teachers, pictures, smaller chairs and tables, sand tables and handwork materials and other supplies? Even in the small school where little children can have only curtained-off corners, they, nevertheless, need specialized equipment for use of teachers and pupils. A wise teacher and a friendly carpenter can do much on very little money in making screens and simple equipment.

Is there, for the whole school, a large service or record board properly placed where attendance and offering statistics can be recorded?

Does the school have, in an appropriate location, one or more bulletin boards where notices, plainly written or typed, can be put? Very little time of the school should ever be given to announcements. Use bulletin boards, several if necessary. In the large, departmentalized school a bulletin board should be near the entrance of each department. Materials which make good bulletin boards are white pine, basswood, cork board or heavy cork linoleum, or certain kinds of

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composition boards, or celotex. There is no excuse for lack of attractive bulletin boards.

Are sufficient plates, baskets or envelopes provided for use in receiving offerings? The offering should be a part of the worship. In the smaller school, where all except the little children meet in one room for the worship program, plates should be used, upon which either class or individual envelopes should be placed, and as an act of worship. The ideal, even in a small school, is individual, two-sided envelopes where each pupil regularly, each week, gives to his church and also to missionary causes.

Is there a workers' library of new and worthwhile books for officers and teachers? Even a small school can get a few choice books. If these are read thoughtfully, greater efficiency is bound to be noticed in the workers. Some one should be made responsible for keeping the books in circulation. A book bought, but never used, is worthless.

Does the school have a good, fairly large U. S. flag, mounted and where all can see it each Sunday? In large departmental schools each department needs a flag. If the flag of our country is on one side of the platform, why not put on the other side the Christian flag as a constant challenge and call to Christian service? Individuals can readily be found who will gladly donate either one or both of these significant emblems.

Any school, large or small, which conscientiously pushes these questions, interrogatory hooks,

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into its material equipment will be surprised at the information it pulls up. Little by little, some of these things necessary to the most efficient service can be added. Make the inventory anyway. Take stock annually, then make the resolution fully to equip your school, and this year really do business for Christ, the Head of the divine enterprise of Christian education. He deserves our best.

XIII

STUDY BIBLE-SCHOOL ARCHITECTURE

Bible-school superintendent, are you looking forward to a new church and educational building? If so, let's talk it over. May I offer some practical, preliminary hints to help you serve most effectively as a member of the building committee.

Absolutely the first step for any church, after it decides to build, is to select with deliberation and keen insight the very best building committee that it is possible to find. Any church better take months to create a good, strong committee than to select hastily a group of people who hurry through a building enterprise which will stand for generations as a monument to colossal building blunders.

Build for the present-day task of the church, not for some obsolete conception of its purpose. Keep in mind constantly that the church of Jesus Christ in this generation has a threefold ministry; viz., the preaching ministry, the teaching ministry and the reaching ministry. The first of these church interests leads to an emphasis on the worship auditorium unit of the church plant; the second points to the educational unit, and the third to the necessity of a recreational and socia-

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bility unit. The church, as a whole, must concern itself with instruction and inspiration, worship, evangelism, service and recreation. Building committees should plan wisely and generously for all of these phases of a church's ever increasing community responsibility. No building committee should ever expect in fifty days to plan adequately for fifty years. Architectural sins in church building are often due to hasty preparation. Superficial committees often think only of the looks of things, both inside and out. They seek beauty, grace and durability—highly desirable qualities in any church edifice. But these three things often hide a multitude of building-sins. Not one of these three need be sacrificed in order to keep constantly in the minds of the planners and the builders the educational and worship values which must get first consideration.

If the Bible-school superintendent would dream dreams that come true and stay true to the best educational ideals, he must know the real genius of church organization for education. He should know and share his knowledge. If we would build profitably, we must plan prophetically for the church's childhood and youth, and the best education of adults. It costs no more to build after the best plans than poor ones, but the educational and worship dividends on our investments widely differ. Best architecture, best location, best materials are not one whit too good for Him, the Master of it all, who was more often known by the name of Teacher than any other.

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The auditorium should be worshipful in the very atmosphere it creates, ample in size, churchly in appearance, quiet in harmonious color scheme and acoustic values. It should be seated for comfort, for convenience and for an effective preaching and devotional ministry.

The educational portions of the church plant should be built around the best theory of Christian education. Jesus set a child in the midst; so should every church building committee. If more committees went to school to and with such a child, there would be fewer architectural blunders. It is a wicked waste of good people's good money to erect a church educational plant that is atrocious in its failures to meet the educational needs of the present generation of children and young people.

Every member of every church-building committee everywhere should read certain good books before "closing in" with the architect in accepting final plans; one book each on the psychology of childhood, youth and adult life; one book on the best newer methods of teaching Bible-school pupils, and one on the organization and administration of an up-to-date Bible school, and to these three should be added such a book as Tralle and Merrill, "Building for Religious Education." No better book has yet appeared in this field. If we had our way, we would put on a training course in Christian education for every church-building committee, lasting for at least one year of intensive study along the lines just indicated. The com-

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mittee that desires to be efficient in delivering an acceptable building to the people who pay the bills should desire, above all things, to know how to serve educationally all ages from the cradle to the grave.

Some one reading these lines may be saying, "There it goes again, a thin-air theorist sailing around up in the dream clouds of idealism!"

"Doesn't he know full well that busy people are the ones chosen for a building committee; that they must keep up business, trade or profession; must feed, clothe and care for their families, regardless of whether that church building ever is planned or erected?" Yes, we know all this, and a "teeny, weeny" bit more. Somehow, more and more we feel that the biggest responsibility for educational direction given to building committees lies with the Bible-school superintendent.

Why should not each church, in selecting a committee for this most important and arduous service, put the whole committee on probation for a few months and say, in substance, From all your church duties of every sort you are excused during the time when you consistently and persistently give yourselves to preparation for acceptable service on this building committee, and during the weeks or months of actual service? Careful book study should be followed by visitation for observation. Newer educational plants are probably in reach of every committee.

Plainly, it is not the first duty of people entrusted with the church's building enterprise to

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select a site, choose some architect's plans and turn them over to a contractor. All are important steps, but not the first ones. Let no one misunderstand; a reputable, reliable architect should be chosen; to fail on this point is unforgivable folly. This, however, is not the first thing to do. After the committee is carefully chosen, has set up its internal organization with necessary officers and subcommittees, some Christian educator who has specialized on Bible-school architecture should be consulted in person, if possible. Following his expert educational counsel, the committee should inform itself as above indicated, using all the time that seems reasonable for the fullest grasp of every detail in the making of a real school plant.

Some have suggested that this group, made responsible for the new building, should be called the church-building council and, for the average size church, probably be made up of fifteen members representing all interests in the church, both men and women, young and old. This council, with the pastor and Bible-school superintendent as *ex officio* members can be divided into three smaller committees, who will specialize on certain phases of the whole problem, reporting their findings and activities to the general council. We are indebted to Elbert M. Conover for the following naming of the three committees of the council, the outlining of their duties and some valuable suggestions to the council as a whole:

Program and Construction Committee, which will be responsible for study, aims and activities

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of the modern church; analyze the community to be served; prepare survey of the requirements of the various church activities; secure sketch-plans from some good church architectural bureau; present outline of proposed work with sketch-plans to the general council; investigate architects for the general council; instruct the architect in regard to plans; recommend letting of contracts; inspect the construction of the building; secure bids for permanent equipment.

Finance and Subscription Committee, whose duties are to study successful methods; secure adoption of financial program; prepare forms and arrange methods of accounting; enlist and train canvassers; conduct subscription campaign; finance project during construction, and collection.

Committee on Publicity and Collection, charged with the following: Co-operate closely with the other committees; give earnest publicity to the requirements, the plans, progress of the campaign, progress of construction, plans for dedication; prepare prospectus for subscription campaign; assist in training canvassers; keep unpaid subscriptions alive.

Suggestions to the Church-building Council. The general chairman will have as his cabinet, the pastor and the chairmen of the committees (and we would add the Bible-school superintendent).

The council is to be officially chosen by the church and be representative of each of the boards and organizations within the church—

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young and old, and of both sexes. Membership should not necessarily be limited to members of the official boards. Do not forget any age group of the church family. Do not hurry the Bible school. Remember that the day of the old circular plan, the corner pulpit, movable partitions and prominent organ pipes has passed (and be thankful). Get advice from dependable sources. Read the best possible books, but beware of catalogues of stock plans. Good architectural service is as valuable as good legal or medical service. One member of the construction committee should be appointed to convey all instructions to architect. Make a complete survey of probable financial resources. Have people subscribe only what they will pay. Use interest-bearing notes as pledge blanks. Cultivate a favorable attitude in the community. A really Christian church is a community asset. Tell of other successful projects, the loyalty and sacrifice that made them possible, the enlarged service rendered and consequent, increased church and Bible-school membership.

Half a Hundred Hints

In addition to the above valuable suggestions made by Mr. Conover, we trust the Bible-school superintendent may find worth-while help for himself and others in these general statements, and so we offer further practical working suggestions to the superintendent to pass on to the building committee. These hints follow in no special order.

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The location of that proposed new building is one of the most important matters to be decided. Three serious mistakes can be made; viz., inaccessibility, wrong shape and size of the lot, and bad environment, or a location where environment is bound to change for the worse in a short time. How easy to destroy the beauty or completely defeat the program of a church by locating its new building on the wrong site.

If possible, a site should be chosen on a corner, or with open space around the edifice in order to have as beautiful landscaping as is possible for the size of the lot. And in many communities ample parking spaces should be provided.

Build durably, educationally, worshipfully and beautifully; costs no more in the long run.

No committee is ever forced to choose between æsthetic and educational values. They are not mutually exclusive. To make portions of the building educational does not mean that they must be ugly.

The overornate structure inside and outside is not worshipful. A "gingerbread" architecture is not churchly.

Every department of the Bible school should have its separate, well-planned and well-located space educationally centered. The best Bible-school plant in these days makes adequate provision for the following departments: Nursery, ages, 1, 2, 3; Beginners, or Church Kindergarten, ages, 4 and 5; Primary, ages, 6, 7, 8; Junior, ages, 9, 10, 11; Junior High School (Intermediate), ages 12, 13,

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14; Senior High School (Senior), ages, 15, 16, 17; Young People, ages, 18, 19, 20, 21, 22 and 23; Adult, all who are 24 and above. Building for and equipping these departments is at the very heart of the whole building enterprise, and should be given first consideration.

Except for the Nursery and Beginners, every department should have an assembly room and provision for as many classrooms as are needed, with graded equipment for each.

Every classroom in the entire Bible-school plant should be ample in size—not less than 8 x 10 feet, and much larger for some classes, approximately eight square feet per pupil—properly located with outside window, with solid, sound-proofed partitions, with one substantial hinged door accessible to a department secretary, via a small servidor compartment located in the wall next to the assembly room, or otherwise available without disturbing the class. The same compartment should be in easy reach of the teacher from within. In no case should the classrooms be a part of the assembly room.

While the Primary program is largely an assembly procedure, nevertheless every Primary Department should have a worship, or general, room and also separate classrooms, and a hand-work room for presession activities.

Neither classrooms nor assembly rooms should be inside rooms.

No church will put its Bible school in a basement if any other possible plan can be provided.

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The fact that adults for the most part make up the membership of the church-building committee gives them no reason for preempting all the southeast corners and other desirable locations in the new edifice. On every building committee should be members who constantly have children in mind.

In the main, the Nursery, the Beginners and Primary Departments and probably most of the Adult groups should be on the first floor; the Junior, the Junior High and Senior High School and Young People's Departments on the upper floors.

While we are most concerned at this time with the Bible-school unit of the new structure, nevertheless the auditorium should not be neglected. Generally speaking, it should not be square-shaped; it should not have the pulpit in one corner; it should not have too steep an inclined floor; it should not have any wall made up of sliding doors; it should not be constructed so that the entrances are too near the pulpit; it should not be ribbed across the front with those "screaming" big brass organ pipes; it should not have too high a ceiling or overornamental projections from walls or ceiling so as to vitiate the acoustics; it should not be gaudy in design and decoration, inside or outside; it should have wide, welcome-like entrances and foyer; it should have pews made for comfort, not for penance; it should have the best heating and cooling, lighting and air-conditioning systems possible; it should plan for all

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windows to be devotionally designed and properly and pleasantly located; it should keep all interior furnishings quiet, rich and harmonious, worship-producing and soul-toned; the whole auditorium should lend itself to the fullest, freest, wholesomest expression of worship attitudes, for think as we may, environment helps or hinders worship.

Ample rooms should be provided in the recreational unit of the building for the fun fellowships that make the very place itself a magnet of great power for old as well as young.

Sanitary toilet and drinking facilities should be provided in convenient places and in sufficient quantity.

Classrooms should be fully equipped with blackboard, maps, cabinets, chairs, tables or arm chairs.

Assembly rooms should be provided with all the needed chairs of the proper size, durable and attractive. Solid chairs are better than folding ones, except in the seating of a large social hall or gym, used as such, the quiet metal kind, rubber-tipped, being the best.

Musical instruments of best make should be placed in all worship rooms, and kept in normal condition.

There should be administrative offices—large, attractive, sensibly furnished, and placed for accessibility and utility.

In the largest assembly room, social hall, gymnasium or secondary auditorium, visualization equipment should be installed in accordance with

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state or local laws, and window-darkening slides or opaque curtains put in.

Kitchenettes, parlors and rest and cloak rooms should be conveniently located on all floors.

All classroom floors should be felted or otherwise sound-proofed.

All carpets, curtains, rugs, wall and wood furnishings should harmonize as far as possible. The generosity of certain adult and young people's classes in furnishing their own rooms should be channeled into the central planning of some group which can give variety and still keep desirable harmonies. Do not leave choice of interior decorations to separate groups.

All chairs and tables for all rooms should be size-standardized according to the ages of the pupils to be served, and in every case made substantial and attractive.

All hallways and stairways should be wide, well lighted and placed to greatest advantage. All exit ways should be plainly marked for day or night use.

A good library should be centrally located and heavily stocked with best books for Bible-school leadership training, with adjoining rooms for conferences, training classes, specialized handwork and exhibit materials.

Pictures are of great value if wisely chosen from the very best prints of masterpieces and placed where children, young people of the different age groups and adults can see them and be helped by them.

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One U. S. flag and one Christian flag, on substantial staffs, should be in every departmental assembly room.

Ample supplies of Bibles (American Revised) and good songbooks should be in the reach of all, and should be kept in cabinets to guarantee preservation.

Every building committee should take the long look and the wide one, observing all the newest church edifices within easy reach, hunting for ideas and plans, profiting by mistakes made. Why reduce efficiency by duplicating mistakes? See the latest; install the best.

No basement floor should be more than three feet below grade level.

All windows and blackboards in children's departments should be low enough to suit the ages enrolled.

All safety regulations should be known and every possible safety device should be near at hand.

A large, accessible room for all supplies should be provided, and with a lock; a trustworthy, competent person should be in charge.

Where possible, special clubrooms for Boy Scouts, Camp Fire Girls, or kindred groups should be planned. These need attention and skilled supervision.

Make the plant usable for Bible-school purposes from top to bottom. All available spaces not educationally functioning should be conserved for heating systems, storage rooms and other

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legitimate uses. Give more attention to floor plans within than sky plans without.

At the very beginning of the church's planning for a new building, the committee should at once confer with a good church bureau or department of church architecture, and profit by the wide experience and training of experts.

Only the best, most reliable Christian architects should be employed, ones who have the technique and also the spiritual feel of the very structure itself, as a house of God appointed for worship, study, social fellowship, evangelism and service.

My friend, Mr. Superintendent, whatever time you spend in the study of Bible-school architecture will be a wise investment, especially if your church is planning to build or remodel.

XIV

BECOME CONTRACTORS AND BUILDERS

Our message is a story of a Bible-school superintendent who was a builder. It was Saturday afternoon. He had finished a busy week at his building trade. As he sat on the veranda of his house resting in the comfortable lawn swing his mind turned actively to the little Bible school of which he was superintendent. His school had been the object of his frequent meditation, day after day, as he plied hammer and saw and plane. He had for some time set aside Saturday afternoons for special planning. Among his associates he was known as an intelligent, faithful superintendent, considerably above the average. It was doubtless due to the fact that he religiously fenced about regular periods of time for the reading of books and journals. Once, to his pastor, he had said, "the books and magazine articles I read about my Bible-school work give me a lot to think about as I go through much of the routine of my daily tasks." On this particular Saturday afternoon his mind seemed to send him into a good heart-to-heart talk with himself. In his secluded nook, fortunately he was undisturbed. It was a time of soul-searching, and meditation with purpose.

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In about two weeks he was to give a talk to superintendents at a district Bible-school convention. What shall I say to my brother superintendents? On a scrap of paper he began to write down, almost at random, thoughts drawn from his own trade. That night in what he jokingly called his Bible-school sanctum, an alcove adjoining the living-room, which he had enclosed for a sort of office, he rearranged his notes and prepared his talk which in substance is as follows:

As you know, I am a carpenter. I have been in the building business for several years. My message to you, my fellow superintendents, will be in the nature of observations and meditations drawn from my daily work. What I have said to myself I now humbly say to you.

The builder must comply with certain laws. This is true when we build a cottage or build a Bible school. For example, there are the building laws of the city specifications concerning the location, materials, construction, wiring, plumbing, etc. Every builder knows, too, that he must obey the law of gravity, the law of the plumbline, the square, the spirit level and other laws if he expects to be successful. I believe that every superintendent should follow well-known principles of organization and administration as he builds his school. We live in a world of law whether we work with lumber, hardware or human lives.

Count the cost before beginning. In building our schools how important this is. No superintendent has any right to plunge his school into an

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enterprise of any sort without first knowing and explaining the cost in time, money and effort. In our town, you may have seen at the corner of Fourth Avenue and Langdon Street a partly furnished residence, foundation in, much of the framing up and part of the siding on, but there it has stood for years in a yard of weeds, the jest of the passer-by, called Franklin's Folly.

Foundations must be strong and true. From my books and journals, long ago I learned that the only enduring foundation for a Bible school is an educational one where the psychology of human nature is in every stone to make it strong.

The superstructure must be well built for comfort, convenience and beauty. It must meet the needs of the occupants and serve the purpose for which it was constructed. The builder of programs for the Bible school should buy and constantly consult the best Bible-school standards. Our school is small, but that does not mean it cannot be strong and attractive. I believe in essential and efficient organization—essential means enough; efficient, good enough.

Tools are for certain specific uses—saw, hammer, square, level, plane, screwdriver, hatchet, pinch bar, or what not. So with all devices used in building a Bible school. How many bunglers there are in the building trade and not a few in charge of Bible schools. After all, people are tools. Personalities should be studied. A superintendent's big job is to choose and use the right people.

Become Contractors and Builders

What the building will be, it is now becoming. How important at every step in its erection that every part be squared, leveled and plumbed; that all material is the best, that no slip-shod methods be tolerated. No building finally is stronger than its weakest point. No carpenter can build a satisfactory house with crooked, unseasoned, defective lumber or other faulty materials. What we want the structure in the end to be, we must put into it day by day. So with every Bible school.

Have a plan and work to it. A superintendent must blue print his Bible school and not leave it to chance or guesses. There are books of methods, true and tried, for himself and all who with him share responsibility for the Christian education of children, young people and adults.

Anything worth doing is worth doing well. In building a house, I never think how quickly I can do it, but how well, durable, useful and beautiful. Spurts and spasms in Bible-school buildings get nowhere. "Red and Blue" contests, spectacular campaigns, sporadic emphasis may get attention, but they are not good building sense. Time and again I read Edwin Markham's poem about the honest stonemason who "mixed character with his mortar and put his soul in every stone he laid." This is not only good poetry but good sense.

We build not alone for ourselves but for others. In my house building, as in my Bible-school building, I often think of the happiness my labors will bring to others; of the father, mother, children that will turn that house into a

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home. And so with my school, I think of the children, young people and adults who, because of our well-constructed programs of worship, study, evangelism, recreation and service, will be spiritually richer and happier.

Most of all, I love to think of the great Carpenter and to rejoice in the privilege of being a co-worker with Him.

XV

GET THE GOLD IN THE GOLDEN RULE

My superintendent friend, may the Golden treasure of the Golden Rule be yours in full measure!

The great evangelistic commission of Jesus is, "Go, make disciples." The great service commission of Jesus is, "As ye would that men should do to you, do ye also to them likewise," or, as a modern translation puts it, "Treat men just as you want them to treat you." This is the greatest socializing principle ever uttered. It is reciprocity, mutual service, Christ-inspired and Christ-controlled, because unselfishly motivated. Men of the Christian faith, men of Judaism, men of other religions, believe in this Golden Rule. How many preach it; how few practice it! How quickly it would revolutionize entire communities if generally applied!

The gold in the Golden Rule is service reciprocal, reasonable, resultful in highest human values. The service that gets because it gives. Service that is near, service that is far, reaching both the neighbor across the street and the neighbor across the sea; for my neighbor is the one who needs me. The Bible-school superintendent who

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gets the gold in the Golden Rule is himself a doer of golden deeds, for he knows full well the truth, "As ye would . . . do ye." He knows that if he believes in his fellow workers they will believe in him, for confidence begets confidence. He knows that if he prepares for his duties, they will make ready for theirs, for industry begets industry. He knows that if he unselfishly serves them, they in turn will deny themselves to serve him and the school. He also knows that his tardiness, frequent absences, forgetfulness, his inertia, careless attitudes, slip-shod methods become contagious and spread like an epidemic. Like leader, like led. Good will breeds good will; efficiency begets efficiency. The smaller the school, the more deadening the influence of a mediocre superintendent, or the more constructive the example of the diligent, intelligent superintendent. There are books, journals, conventions, institutes, training schools, summer conferences which exist to give to Bible-school superintendents vision, purpose, plans for the sake of their schools. As surely as such a superintendent makes the investment will he get the gold in the Golden Rule.

Superintendent, as ye would that pastor . . . do ye. The Bible-school superintendent that wants the hearty co-operation of his pastor should be loyal to the church and its kingdom enterprises. If he would have the pastor give the school a worthy place in church bulletins, prayer meetings and the pulpit-pastoral ministry, let him, as the chief of the church's educational forces, honor the

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church as a whole, be a regular attendant, a generous giver and a booster at all times.

Superintendent, as ye would that associates in office . . . do ye. Where there are assistants or associate superintendents, they should be courteously considered, frequently used, always honored by the superintendent, if in turn he expects them to assume responsibilities, second his efforts and genuinely serve the school. Likewise all secretarial and supervisory helpers. Frequently the whole Bible-school personnel hitherto static, becomes active and electric when a trained dynamic superintendent moves into the place of administrative power. How many Bible schools need spiritual light, heat, and power!

Superintendent, as ye would that departmental principals . . . do ye. It is easy in the better departmentalized Bible school for the superintendent to neglect his age-group lieutenants. Perchance they are a capable corps of specialists, yet they appreciate interest, co-operation and expression of confidence and good will. In any school the total strength, progress and influence are no greater than the weakest department. Everything that makes for an efficient departmental curriculum—worship, instruction, evangelism, recreation and service—vitally concerns the superintendent. If he would have his school register high in character results, let him be known by every departmental leader as one who intelligently understands, who sincerely cares, and who is expectant, joyously so, week by week.

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Superintendent, as ye would that teachers . . . do ye. Whether the institution is called Sunday school, Bible school, Sabbath school, church school or Sunday church school, one word stays in the name. This name implies educational equipment, processes and personnel. The Bible-school superintendent should be educationally-minded, indeed must be, if he expects the teachers to be real educators—sharers of knowledge, experiences and skills with their pupils. He is the chosen chief of the church's teaching ministry. If he expects his teachers to pursue leadership training courses, let him set a worthy example.

After all, Mr. Superintendent, are you yourself pedagogically-minded? Do you believe that religion can be taught, and that human nature will respond? Do you realize the importance, the meaning and the newer methods of Bible-school teaching? This is what you expect of your teachers, this your prescription. Do you swallow your own medicine? The Bible-school superintendent, in the best sense, is an educational director.

Superintendent, as ye would that neighbor superintendents . . . do ye. If you would have a friend, be one. The Bible-school superintendent who expects friendly, happy fellowship with superintendents of near-by schools should himself be genial, co-operative, genuinely and unselfishly interested in their constant progress and prosperity. Jealousies, rivalries, neighborhood feuds, like acid, eat away the gold of the Golden Rule. We know of a group of churches whose school

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superintendents frequently lunch together. There, across the table, not only are fine fellowships cemented, but mutual problems are informally discussed with great profit to themselves and their schools. We sometimes wonder if the age-group departmental heads in many schools have not gone far beyond the general executives of the same schools, simply because in recent years they have more often met in community conferences for exchange of experiences and some good, hard study on better materials and methods.

Superintendent, as ye would that the great Leader . . . do ye. Give and it shall be given unto you, said the world's greatest Benefactor. Invest in the divine enterprise and dividends will enrich your life. Treasure laid up in heaven bulks large with the gold in the Golden Rule. The measure of the treasure is the golden deeds we do in His name.

Fellow Bible-school superintendents, let me urge you to see and seize the gold in the Golden Rule. Pile it high for the here and the hereafter. It has been assayed in the Bureau of Eternal Weights and Measurements, and tested in the crucible of human experience and found precious.

XVI

KEEP THE SUN IN SUNDAY

Anybody can grunt and complain and cloud-cast the skies. Anybody can point out the thorns and thistles. Any simpleton can pull down the shades and darken the room of life. The class dunce, the town clown, the mental moron can inkspot the pages of life. That's easy and silly. It takes the keen-witted, clear-visioned sunrise specialist to see roses amid the thorns, and the clouds with the silver linings. Fellow superintendent, be that sunrise specialist and, whatever you do, keep the sun in Sunday. Sunday is your day. Stanton's quaint verse comes to mind:

“The world that we're a livin' in
Is mighty hard to beat.
You git a thorn with every rose,
But, ain't the roses sweet?”

This homely message drives home to every superintendent a plain duty and a profitable pleasure. “O yes, there are things in that department that are not pleasant, I admit, but there are, as you know, some happy, hopeful situations. There are thorns, and they get in my flesh sometimes, but ain't the roses sweet?” Such a superintendent

Keep the Sun in Sunday

knows full well that this old world needs a philosophy of life that has at its heart a sane optimism and an intelligent faith. This superintendent who does keep the sun in Sunday once read at the workers' conference of his school chapter one in Anne Shannon Monroe's "Singing in the Rain," a story with a perennial message.

Another commonplace philosopher of the verse-vending variety puts it thus:

"It's today that I'm a livin',
Not a month ago;
Havin', losin', takin', livin',
As time wills it so.
Yesterday a cloud of sorrow
Fell across my way;
It may rain again tomorrow,
It may rain, but, say,
Ain't it fine today?"

Old Man Groaner and Old Lady Grumbler have entirely too much to say in some Bible schools. Wise Bible-school superintendents meet the groans with grins and with a faith and good cheer that conquer. The Bible-school family of Gloomy-Glum is too numerous and too noisy. The sunshine of good cheer is a silencer.

What finer New Year's resolution for any Bible-school superintendent to make than this one: During this year I propose to keep the sun in every one of the fifty-two Sundays. Whatever may come of care and anxiety to make heavy-hearted the days of any week, on Sunday, God helping me, I'll wear the smile that won't come off.

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If business or professional troubles drive me into the depths, if disappointments and difficulties put me into dark tunnels during the week, on Sunday nobody shall know it; I will keep the sun in Sunday for the sake of my school and those fine friends who loyally support me.

The Bible-school superintendent that keeps the sun in Sunday puts spring tonic in his fellow workers when iron in the blood is needed to drive out the lazy microbes. He knows that lethargy is larceny, and that loafers are liabilities. Strange thing about springtime of the year. When nature is beginning to awaken, many Bible-school folks begin to weaken, to get drowsy. Workers become shirkers, and doers become drones. It is then that sluggishness, cynicism, pessimism settle down like a miasmic gloom. Springtime is robin time. The superintendent should open the windows of his soul and his school to the cheer-up melodies of the springtime messengers, and to the invigorating ozone of God's great out of doors.

The Bible-school superintendent that keeps the sun in Sunday likewise moves into those summer months with the joy of victory on his face. He resolutely sets himself to give Old Summer Slump a run for his money. By keeping the sun in Sunday, he helps his associates throughout the school to reorganize, if necessary, on a summer basis, giving a recreational turn to many of the school's regular programs. Instead of giving up, cheer up, and dare to do it differently during the summer Sundays of the heated season of the year.

Keep the Sun in Sunday

By keeping the sun in Sunday many a Bible-school superintendent plans a rally day for a rally year and inspires every member of his staff with the challenge of the autumn and winter months. His intelligent enthusiasm and sane optimism put his associates on their toes for their best school year. Such sun in the Sundays transforms duties into delightful privileges and gives buoyancy and zest to the entire curriculum. No morning fog can live long in the sun.

No Bible-school superintendent would be so foolish as to say that there is never a threatening cloud athwart the clear, blue sky, no thorns amid the roses, no somber lines in his Bible-school fabric, nor in life itself. There are thoughts and things that poison-streak the days and ways of men, that distort and discolor vision, and temporarily try men's souls. Of this he is often painfully aware. Political oppression has done it. Poverty and pessimism extract the pep from life and paralyze progress. Passion and pride hinder and hobble. The slime of sin soils and saddens. Narrow provincialism and partisanship broaden the way for misunderstandings and misdeeds. Race prejudices still torture men's bodies and minds. Religious bigots still lurk along the highways of the righteous to assassinate mentally those who dare to differ. Unemployment, social unrest, class hatreds embitter and distress. My! what a lot of thorns—but ain't the roses sweet? Be a rose hunter! Have eyes that see and ears that hear the beautiful and the best.

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Dr. Frank Crane, eminent essayist and clergyman, now gone to the garden of God, the heavenly Father's home, puts this truth unforgettable in a beautiful poem, "The Seeing Eye," the last stanza of which is:

"No golden shore I seek, but a heart that sings
The exquisite delight of common things.
The kingdom of heaven is not there, but here—
O for the seeing eye and the hearing ear."

This reminds us of the message of the great apostle who knew how to abound; "whatsoever things are true, . . . honorable, just, pure, lovely, of good report . . . think on these"!

On Sunday let the Bible-school superintendent greet his fellow workers in the church's educational task with the sunshine of a see-er, with a faith born of close comradeship with Jesus Christ, who went about doing good and finding good.

"Oh, the world's a curious compound with its honey and
its gall,
With care and bitter crosses, but a good world, after all;
An' a good God must have made it, leastways that is
what I say
When a hand is on my shoulder in a friendly sort o' way."

The Bible-school superintendent who keeps the sun in Sunday will keep his friends in service, the finest service in all the world, coworkers with Him who says, "Be of good cheer"!

XVII

WATCH THE MAN IN THE MIRROR

On the Bible-school superintendent's head and heart rest responsibilities he can not shift to another. In these days of increasing educational emphasis, the executive of the school of the church should be elected by the church and only after most careful consideration of available persons. He is the church's chosen chief in administering its major educational agency. Even in the small church with its small school, the superintendent elected should be the brainiest and the best man or woman upon whom the church can lay its sacred trust.

If I am talking to a man superintendent, why not put across the top of your shaving-mirror these words: "Myself at my best today and every day for the sake of my school." If to a woman superintendent the mirror of her dressing table may serve the same purpose.

A Daily Dozen Plus Two

We are suggesting now a dozen-plus-two questions which any Bible-school executive anywhere might daily ask himself for a whole month. He

might profitably place these fourteen pointed queries on a placard and hang it where every day he can read it for self-examination. Let it become a sort of self-serve standard for a serious, sensible check-up on personality and official achievement. Bible-school superintendent, keep your eye on the man in the mirror. To be most helpful, our message is put in the first person:

Am I Studious?

The superintendent in these days must study, read, confer, or he fails. The day and the hour that he closes his mind to new ideas, that very moment the clock strikes his doom as a leader. Cease to learn, cease to lead, is a self-chosen slogan that should very often shock him into a sense of trusteeship for the religious nurture and training of his Bible-school boys and girls, young people and adults. In dealing with wide-awake children and young people he can not afford to be half asleep.

A Negro deacon had often heard his pastor pray: "O Lord, give me powah! I wants moah powah!" Finally, one day he said, "Pastah, it's not moah powah you needs; it's moah idees!"

The busy man (or woman) makes the best Bible-school superintendent. It's the busy man who must organize his time. The superintendent who expects to be true to his sacred privilege will set aside time each week, if possible, to study best books (and how many there are!) and magazines,

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prepared especially for him. One who has deliberately or carelessly chosen to know no more will surely be doing less and less. Some day an indignant school will show him the exit sign and then elect as its leader some yearner and learner who has "ideas"—new, progressive, resultful.

Am I an Undertaker and an Achiever?

Have I simply "presided" at the Sunday sessions of the school, or have I undertaken things for the school that mean progress and definite achievement? Am I an undertaker in the sense of burying the dead? Are there not plans, customs, methods that are actually dead and need to be put away respectfully, reverently, it may be, but surely, and in their place newer, better things brought in? Or perhaps our superintendent himself is the dead one and the school must be the undertaker to "mausoleum" him. If the Bible-school superintendent has the faintest suspicion that Ichabod is about to be written over his doorway by his fellow workers, who may be whispering "grow or go," let him bestir himself at once and make up his mind to give them a sure-enough surprise by becoming a real doer of deeds that spell success for his school.

Am I Persevering in the Things I Do Undertake?

Or am I a first-rate starter and a third-rate continuer? Do I flare up with a big idea and then

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fizzle out in a few weeks? As we once heard about a certain superintendent, "He's a great man on suggesting things to be done, but he never cashes in on his suggestions." Do I see the thing through?

Am I Efficient?

Do I really deliver the goods? With all my vision, study, determination, do my plans actually materialize to the greatest advantage of all concerned? Are those plans workable, and do they actually work? Is the school itself more efficient than it was a year or more ago when I was elected as its chief engineer? Am I conscientiously striving to make good every week in the year? Am I a creative superintendent?

Am I Resourceful?

Am I constantly laying up Bible-school treasures upon which to draw for new programs of procedure? Is my school-ideas savings account being increased faithfully, fully? Am I looking out for new and available teachers or other official helpers? Am I growing a list of prospects—good ones? The resourceful superintendent never lets his flour barrel get down to mere scrapings at the bottom. The provident school superintendent will not be like old Mother Hubbard who went to her cupboard to find it bare. The resourceful, creative one keeps a loose leaf or some other kind of commonplace book into which he is constantly pour-

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ing fresh thought gathered from books, journals, study courses, convention talks and conversations with other Bible-school leaders. From such a book comes constant delight in newer solutions to old problems. Such a book wisely filled and wisely used will work wonders in Bible-school improvements. More than one Bible-school superintendent who had almost unconsciously been moving in a groove, had been down in a rut, has by such a book lifted himself up and out and onward to unusual success.

Am I Indigenous-minded?

And I hear some Bible-school superintendent, catching his breath, reply: Indigenous—what in the world is that? I'm a lot of things, and I may be indigenous and not know it. And I may need a doctor. We come to the rescue quickly. By an indigenous superintendent we mean one who knows accurately the nature and needs of his own school and who determines his policies and plans by what are the school's "native" conditions. How many superintendents go to conventions, come home with a severe case of conventionitis and proceed to spread the contagion with a "furrin" disease, as an old lady expressed it when referring to an immigrant who started an epidemic in her neighborhood! To change from a medical to a merchandise figure, wholesale methods marketed at a convention may not fit retail needs in the old home school. The word "indigenous" is in the air

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—all our great church missionary organizations with vision in these days are accepting this principle of indigenous leadership on all mission fields.

Even so, every indigenous-minded Bible-school superintendent will not attempt to force upon his school "foreign ideas" known to be misfits for local needs. He will seek to grow such Bible-school ideas as suit the native social and climatic conditions of his own school.

Am I Inclined To Be Argumentative?

Very often a Bible-school superintendent known to be wide-awake, resourceful, studious, energetic and persistent, simply cuts in half his influence and greatly hinders his achievements by being stubborn, heady, and too quick to settle matters with his own tongue. Now take another look in the mirror and be frank with yourself. The wisest superintendent seeks counsel from all the workers. Be he ever so well-informed and capable, some humble worker may be able to offer a slant on a question, that had entirely escaped the superintendent's attention. A Bible-school superintendent, of course, should not be expected to take-it-out in conference, lending wide-open ears to every Tom, Dick and Harriet, but at the same time in Bible-school affairs there may be worth-while wisdom in having several counselors. Very often the composite judgment of a workers' council is the best way out of some difficult situation. A skilled controversialist may be a very poor

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Bible-school superintendent, and a superintendent who sets himself to have his own way regardless of the opinions or rights of others, may find that he has his own way, and a lonely lane it is, with few, if any, companions.

Am I Sane in My Speech and My Movements?

Do I use common sense mixed in full measure with my theory of how a school should be run? Do I realize how important it is to do the right thing at the right time? "Yes, sir, my friend, a certain Bible-school superintendent is as good as gold and is unusually well posted on the work of a Bible school, but he is famous for doing the right thing at the wrong time." In other words, he seems to lack good judgment. There are many like him. Any moment seems to be the psychological moment if a ready tongue has a bit of conversation to deliver. Or it may be some one is selected to render a specific service in which delicate adjustments must be made, and it is well known to many that another choice should have been made. A sequential blunder may be very serious.

Mr. Superintendent, next Sunday morning as you shave take a long look at that fellow in the mirror and thrust into his face the question, Old man, have you real horse sense in running that Bible school? Study to be tactful. Tact means touch. It's a soul quality. Many have both quality and quantity, but most people are under-weight.

Am I Really Enthusiastic About My Work?

Do I believe in it? Am I in it, body, mind and soul? Does it claim my individual and best loyalties? The Bible-school superintendent who is irresistible—tactfully, intelligently so—puts pep into all his helpers. His cheerfulness is catching. Many a teacher is having difficulties at home or in her class and often needs the glad hand of the superintendent whose optimistic spirit means more than he can ever know. The superintendent who half-heartedly drags through his Sunday duties, and gives no time at all between Sundays to his work or his workers, creates a kindred indifference that paralyzes. Recall the message and get the gold out of the Golden Rule. Longfellow was quite right when he wrote concerning the old shipbuilder, "He puts his heart into his work, and the heart giveth grace to every art."

Whenever a Bible-school superintendent comes to the place where his school ceases to be his passion, he better do some reading and some praying, and then, if real zest for his work does not flood his very soul, he better quit his make-believe mockery and resign. What does the man in the mirror say to that?

Am I Getting Nervous, Naggy and Irritable?

One of the best Bible-school superintendents I have ever known got so busy in his everyday business affairs, and felt he had to for fear of a

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crisis, and tried at the same time to give himself with devotion to his Bible-school job; the two tasks together finally wearing on his nerves until he became a crosspatch whose presence was dreaded by his associates in the school. Anxious, perhaps overanxious, he nagged and nagged until one teacher after another gave up. Hitherto he had been such a capable director of the school's affairs that many were patient. Finally he took stock of his own personality traits—took a long, prayerful look at the man in the mirror, asked intimate friends for frank advice, took himself in hand physically and mentally—and gave up his school leadership. Some years later he again took the pilot wheel of his Bible school and guided it through a long period of marked success. The superintendent who nags, gets on edge when things go awry, and in a stress of nerves lets slip the hurtful word is in no state of mind to manage a Bible school.

Am I Adventurous Enough?

Am I overcautious? Many a Bible-school superintendent is like the horse we used to hobble in the orchard pasture. That horse never ventured very far. He couldn't. In all probability a timid superintendent is better than one who "bronchos" his way through the school year, no one knowing just where he will land, or what he will wreck by his wild riding. I guess it all comes back to balance of judgment and sanity in think-

ing and acting. We are always sorry for that superintendent, however, who is anchored to obsolete traditions, who will not try any new method, who keeps his school crawling along when it ought to be running races. Oxcarts were all right in their day for the necessary job of those slow-moving ancestors. Then horse carriages served the faster-moving generation, and now it's motor power on air or in air that gets us where we want to go. Mr. Superintendent, dare to do it differently, certainly in the direction of educational progress and spiritual achievement. Challenge the man in the mirror to a big adventure.

Am I Expectant?

Do I believe that the methods which are educationally and spiritually sound will get results? Do I expect that well-trained teacher or officer to make good? And do I say so, quietly, confidently, in order to bring out the best abilities in my helpers? Put the star of hope or realization in the sky of your associates in the big business of the Bible school. Expect them to make good, and they will.

Am I Always Fair-minded and Nonpartisan?

In dealing with my coworkers do they know me as one who tries his very best at all times to be just? Delicate situations often arise, as we all know, in Bible-school affairs, which require a

Watch the Man in the Mirror

sense of fairness, a nonpartisan spirit on the part of the chief officer of the school, i. e., if right outcomes are desired. Even in Bible schools jealousies, rivalries and misunderstandings obtain and often cripple progress by creating ugly attitudes and acts. How necessary for the Bible-school superintendent to see all sides.

Am I Trustworthy?

A serious but sensible test which every Bible-school superintendent should apply to himself—if on his knees all the better! Am I honorable in all my dealings? Am I true to the highest and best interests of my school, my friends and my community? Do these companions of mine in Bible-school service trust me? Is my life on Sunday and on Monday a real help to all? Do these who know me best love me most? Old fellow in my mirror this morning, answer me! Am I trustworthy?

We feel sure that a conscientious daily use of these simple, but searching questions by any Bible-school superintendent will mean more joy and more efficiency in service. Take a long and prayerful look at the man in the mirror and then say:

Myself at my best,
Today and every day,
For the sake of my
school and
My best Friend,
Jesus Christ.

APPENDIX

DO THE DAILY DOZEN

The message at this time takes the form of sets of short statements, a dozen in each set, with the suggestion that each Bible-school superintendent type for his own use each month the set for that month and post the set where he can be reminded of the desire to do his daily dozen. May such mental exercise be steeped in prayer so that real spiritual strength may result.

The Daily Dozen for January

One.—The superintendent who fails to put first things first is a first-rate failure.

Two.—Teachers that teach—their price is above purchase by radium; the wise superintendent pays the price.

Three.—Herein lies a mathematical mystery: Of the things really worth while, the more we give away the more we have.

Four.—The finest ship that sails the Bible-school seas is fellowship.

Five.—The Bible school that still sings, “Hear the Pennies Dropping, Dropping” is penny wise and pound foolish.

Appendix

Six.—We once jocularly wrote, “The superintendent or pastor or secretary that repeatedly interrupts the teaching periods of the classes should be shot at sunset”—a correspondent replied, Why wait until sunset?

Seven.—My school’s efficiency will not rise higher than the level of my own vision, intelligence and tactfulness in leadership.

Eight.—Conventionitis, go and get it!

Nine.—The upward look and the upward life will mean the upward lift.

Ten.—Study, prayer and hard work transform millstones into lodestones.

Eleven.—More important than “keeping the Sabbath” is spending it gratefully honoring the Giver.

Twelve.—Cease to learn, cease to lead.

The Daily Dozen for February

One.—Believe in your associates and they will believe in you.

Two.—For goodness’ sake, go to Bible school, and share with others.

Three.—The superintendent without a program is like a ship without a rudder.

Four.—Keep the sun in Sunday.

Five.—The big point in holding young people is the viewpoint.

Six.—Make your workers’ library work.

Seven.—A Cradle Roll investment means a church roll dividend.

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Eight.—No good shepherd steals sheep from his neighbor's fold.

Nine.—To recruit is one thing, to retain is another.

Ten.—A superintendent with horse sense never jockeys his job; he is "stable" in his thinking, his speech, and his living.

Eleven.—If tomorrow never comes, why not make the most of today?

Twelve.—Be a Bible-school Columbus; some morning you may open your eyes not on a new continent, but on a boy who may change the old one.

The Daily Dozen for March

One.—Mr. Superintendent, out of thine own heart are the spiritual issues of the school.

Two.—A gloom begetter is a doom begetter.

Three.—The superintendent who reads no books and heeds no counsel is a blind leader of the blind.

Four.—That junior boy of today may be the superintendent of tomorrow; keep your eye on his tomorrow while you capture his today.

Five.—Be sure you are right; then go ahead, but not of your associates.

Six.—Mr. Superintendent, "say it with flowers," but don't talk to yourself.

Seven.—Trained teachers, bigger enrollment, better building—eventually, why not now?

Eight.—The school that gives boys something to do will find the boys there to do it.

Appendix

Nine.—Whoever was strengthened by “opening exercises”?

Ten.—The barber who hangs in his shop the sign “It pays to have a neat appearance” is ready to specialize on Bible-school superintendents.

Eleven.—Train up your leaders in the way they should go; then don’t let them go; keep them.

Twelve.—Prophecy unwritten in childhood and youthhood will be unfilled in adulthood, then be a prayerful writer of prophecy.

The Daily Dozen for April

One.—Pray as you enter; pray as you leave, but do some praying between the entrance and the exit.

Two.—About the only rule that the Bible school needs is the Golden Rule.

Three.—Is your Bible school a school? If it has no educational equipment, how can it be?

Four.—The superintendent who visited a department of his school and laughed up his sleeve at what he saw, forgot that he had a hole in his sleeve.

Five.—As a superintendent, I would rather have the love and good will of the children than to be smothered with the praises of grown-ups.

Six.—A teacher on hand in the class is better than two in the bush at home.

Seven.—If at first you don’t succeed, try, try again—but not the patience of your officers and teachers.

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Eight.—An efficient school is its own best advertisement.

Nine.—Why loaf in the foothills when the peaks are a constant challenge?

Ten.—No school has a right to sweep in new pupils until it does justice to the ones it already has.

Eleven.—Mr. Superintendent, free those quarterly slaves—stupid souls chained to a piece of paper.

Twelve.—When our Yesterdays come to judgment, we will discover that they are just what our Todays made them.

The Daily Dozen for May

One.—Do your teachers teach, or just talk?

Two.—God's truth is on ether waves; tune in! Get the truth; let the truth get you!

Three.—Somewhere between the overorganized and the underorganized school is your school at its best.

Four.—Have you a Mr. Loud Speaker in your school disturbing many classes? If so, disconnect him.

Five.—Wasted Bible-school literature piled in dark corners or fed into furnaces would supply hundreds of struggling mission schools.

Six.—Are you a D. P. O.—a duty-put-off-er?

Seven.—Stop, look, listen! Better reverse gears than to plunge your school over the precipice of some folly or fad.

Appendix

Eight.—Are you the slave or the master of the calendar?

Nine.—Mr. Superintendent, pack up your troubles in your old kit bag, then throw it out of the window; do not take it to the workers' conference.

Ten.—The superintendent who boasts he never takes a vacation, may be near a long one.

Eleven.—The Bible school serves self best which best serves others.

Twelve.—A prayerless school makes a powerless school.

The Daily Dozen for June

One.—Dare to be different, sensibly so!

Two.—If you would be happy, be wholesome and helpful.

Three.—Faith investments pay highest dividends.

Four.—The "Spirit of '76" may be commendable, but not its Bible-school methods.

Five.—Mr. Superintendent, a book a month keeps the blues and the blunders away.

Six.—Are you helping your teachers to help their pupils to live on Monday the lessons they learn on Sunday?

Seven.—A little learning is a dangerous thing —to the self-advertiser.

Eight.—Many a school is strong on the song, "Faith Is the Victory," and weak on vision, purpose and hard work.

How to Lead a Bible School

Nine.—Mr. Superintendent, to thine own self be true . . . and thou canst not then be false to any associate.

Ten.—In the counsel of the wise there is wisdom, but in prattle of the foolish only vanishing vapor.

Eleven.—Are you losing teen-age boys and girls? If so, keep the latchstring on the outside of the door where the exit sign hangs.

Twelve.—Very often a stitch in time saves nine boys and girls to the school, and usually the saving stitch is a well chosen teacher.

The Daily Dozen for July

One.—Are you and yours bench-warmers or trench-stormers; hearers only, or doers?

Two.—No superintendent can play the Dr. Jekyl and Mr. Hyde game and long get away with it.

Three.—The school that vociferously sings “When the Roll Is Called Up Yonder,” and never follows up its absentees is counting its chickens before they are hatched.

Four.—The sides of the triangle of the triumphant life are self-respect, self-control and self-giving.

Five.—Mr. Superintendent, you better train prospective helpers and not need them than to need them and not have them.

Six.—Common sense often bridges the seemingly impassable chasm.

Appendix

Seven.—Start a book a month club and make it popular by heading the list of joiners.

Eight.—Tact and contact are the superintendent's twin graces. Tact, from tactum, meaning touch, the fine art of handling folks. Contact, touch with; i. e., the fine art of sympathy, suffering with. These two will make any superintendent an artist.

Nine.—The superintendent of a one-room school who talked his school to death should daily face the gravestone of the school and read:

Here lies a school talked to death by the superintendent, a dry-as-dust dribbler of "divine" truth.

Ten.—Even in the old-fashioned school, why should any superintendent insist on reviewing the lesson and thus belittle the teaching ability of his teachers.

Eleven.—Superintendent, watch your step when selecting a teacher for these "teen-agers"; they have X-ray eyes.

Twelve.—Engineer Sincerity has ditched many a Bible school. To sincerity add efficiency born of the study of the best books and journals.

The Daily Dozen for August..

One.—Essential and efficient organization bring success; essential, enough; efficient, good enough.

Two.—Give Old Summer Slump a run for his money.

Three.—Make it a rally day for a rally year.

Four.—Not all difficulties are problems; not

How to Lead a Bible School

all nuts that are hard to crack have kernels in them.

Five.—To thy wards be true—Up-ward, In-ward and On-ward.

Six.—The Bible-school secretary who “seeks souls” instead of statistics will one day hear the Master say, “Well done thou good and faithful servant.”

Seven.—Where there’s a will, there’s a way, but the superintendent better not will to have his own way.

Eight.—If you would have leaders, be one!

Nine.—The superintendent who never makes a mistake never makes progress.

Ten.—Almost any school can be bigger; many can be better, but why not both bigger and better—two victories in one?

Eleven.—Nurse no boils at your workers’ conference.

Twelve.—Mr. Superintendent, two things observe with care—thyself and thy programs to prepare.

The Daily Dozen for September

One.—Once a member, always a member, will mean organization to have and to hold.

Two.—Be a go-getter; set up worth-while goals and go after them until you get them.

Three.—An ambidextrous ambition: Every member of the church in the school, and every school member a church member.

Appendix

Four.—The fourth “R” is Religion; if the “3 R’s” claim thirty hours a week of the pupil’s time, at least the tithe of this should be given to Christian education.

Five.—What about that adult fidget that tries to keep the little fidget still?

Six.—Superintendent, you can catch more “attention flies” with sugar than vinegar.

Seven.—Why snail-pace along when modern methods will put you on wheels or wings?

Eight.—The superintendent who pounds the bell to get or keep order sounds the knell of his own departing day.

Nine.—Better organization puts the old bell out of business.

Ten.—Make a week-day investment, it pays; just common interest between Sundays may mean compound interest on Sundays.

Eleven.—Be sure the vestibule to the teaching period is full of genuine worship.

Twelve.—The real superintendent is a good shepherd—feeder, nourisher, leader, encourager—best of all names for a servant of Jesus Christ, the Great Shepherd of us all.

The Daily Dozen for October

One.—Keep your Mondays as clean as your Sundays.

Two.—Study is the price of perennial progress.

Three.—Be sure your programs of recreation re-create.

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Four.—The superintendent that is a genuine Christian never lets his faith go on a furlough nor his religion on a vacation.

Five.—Live with your young people; know them; trust them; love them; know, trust, love—these three, but the greatest of these is LOVE, not sentimental, but real.

Six.—A small school overorganized is like a small house overstocked with furniture and bric-a-brac.

Seven.—The superintendent in a mad fit is a misfit.

Eight.—The superintendent who meets, greets and beats his difficulties puts the spirit of success in the hearts of his helpers.

Nine.—The superintendent should keep up—knowledge up, vision up and efficiency up, and all this without being uppish.

Ten.—The blunderbus superintendent has no right to expect that a special providence will overrule his blunders simply because the school of which he is superintendent is called “Sunday,” “Sabbath,” “Church,” “Bible” or by any other sacred name.

Eleven.—A superintendent strolling down a back street at the lunch hour and thinking about his Bible-school teachers suddenly faced a big sign across a small tailor shop which read, “Misfits a Specialty.” He went right on thinking about his school—and the sign.

Twelve.—No superintendent can remain static; he either goes forward or backward.

Appendix

The Daily Dozen for November

One.—Mr. Superintendent, better keep your temper; nobody wants it.

Two.—Only the thoughtless or the selfish continue to sing, “O that will be glory for me.” It is ever true, the best thanksgiving is thanksliving for others.

Three.—Do not confuse mischief and meanness; not one in a thousand of those bubbling-over boys or girls is mean; put those bubbles under the microscope of love, patience and prayer before passing judgment.

Four.—The officious superintendent soon becomes officeless.

Five.—Do your best; don’t worry or hurry; only a clown or a fool attempts to please everybody.

Six.—Keep your school Christ-centered and Christ-circumferenced.

Seven.—Be friendly to your friendly enemies; after all, they may be your best friends.

Eight.—Serve your school to strengthen it, and strengthen your school to serve.

Nine.—Wear the smile that won’t come off—even on rainy Sundays.

Ten.—Give your associates the fresh air of freedom, the sunshine of good will and the copious showers of encouragement; then watch ‘em grow!

Eleven.—Keep your officers and teachers efficient by book messages for busy workers.

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Twelve.—The one supreme business of every Bible school is the exaltation of Jesus Christ. Get busy!

The Daily Dozen for December

One.—Church prevention is wiser than court cure.

Two.—The superintendent can not expect his Sundays to be strong, who keeps his week days weak.

Three.—Be what you want your helpers to be.

Four.—We must reach them, if we would teach them.

Five.—The Star of Bethlehem shines in the darkest night.

Six.—The superintendent who *always* opens with “three hymns and a prayer” should close with a parole for life, self-imposed.

Seven.—The lesson may be forgotten but the life lives on forever.

Eight.—The long road is the wrong road if it leads nowhere.

Nine.—The Bible school is a school, not a church.

Ten.—Make the old Bible school new, but don’t wait until the new year to do it.

Eleven.—We recall those words of Bishop Brooks: “The best use of the past is to get a great future out of it.” Try it.

Twelve.—When you hitch your wagon to a star, load your wagon with leaders.

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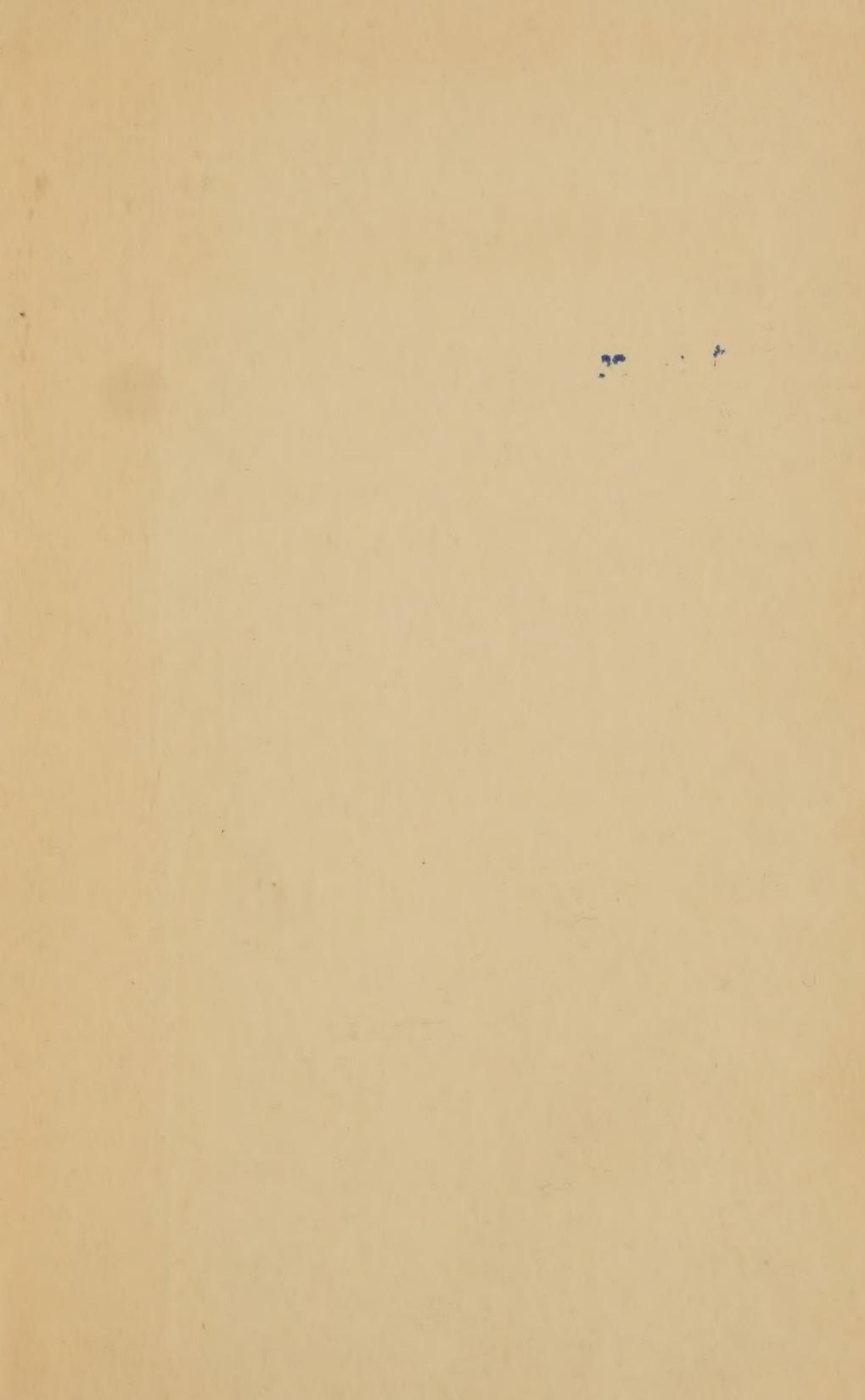
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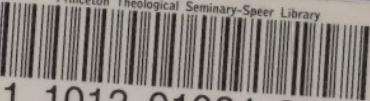
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